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## ABSTRACT

The guide provides fundamental principles of lipreading instruction and 38 sequential formal lessons in lipreading for use at the junior high or older level. It stresses that lipreading training aims to develop the understanding of words, phrases, and sentences rather than the study of exact lip movements. The lipreading ability of the child is said to be usually far beyond his oral and written expression. Part 1 contains fundamental principles and teaching techniques such as individualizing instruction, using commands to develop exact lipreading, taking dictation and lipreading from television. The activities in Part 1 may be used for readiness purposes prior to formal lessons and as enrichment in conjunction with the formal lessons in Part 2. Lesson format provides information on the following areas: movement, visibility symbol, sample words, elicited words, secondary spellings, movement description, sound formation, eye drills, clue words, sentences with clue words, homophenes, devices and games, and practice words at six levels of difficulty with the target lip movement in the initial, medial, or final position. (DB)

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# Lipreading *for* **THE DEAF *and* HARD of HEARING**

A SOURCEBOOK REPORT  
BY THE LIPREADING COMMITTEE  
OF JUNIOR HIGH SCHOOL 47, MANHATTAN

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## PREFACE

This bulletin was developed for use in Junior High School 47, the New York City public school for deaf and hard of hearing children. It is reproduced for use by teachers of lipreading at J.H.S. 47 and by those teaching lipreading to special groups in lipreading centers here and elsewhere.

Part One contains fundamental principles and approaches which are the beginning phases of lipreading instruction. Part Two is a series of formal lessons sequentially planned to develop the art of lipreading. The teacher will begin Part Two when the conditions of readiness outlined in the Introduction have been met. It is possible that some classes with very limited language acquisition will continue with Part One (adapted to older children) for longer periods than other classes. Classes which have embarked upon the more formal program of Part Two should proceed at a reasonable rate with enrichment drawn from the approaches in Part One.

It is not assumed that this bulletin is a substitute for careful training in the methodology of teaching lipreading. The materials and the design of the program have been planned to meet the problems of teaching lipreading to the deaf child as well as to the hard of hearing child. The methodology for Part Two was planned to allow for adaptation to the language needs of the particular children being taught.

This bulletin includes practices and methods which have been devised, adapted, and developed by the staff at J.H.S. 47 as well as by others in the field of lipreading. Where another source contains suitable material it has been listed. These source lists have been selected for applicability to the needs of the program of the school.

## ACKNOWLEDGMENTS

The production of this bulletin was a unique community enterprise. It was prepared by the Lipreading Committee of Junior High School 47: Joan Capperell, John D. Harrington, (Co-Chairman), Loretta C. Hogan, and M. Catherine Wilman, (Co-Chairman). It is the result of the work of a steering committee which piloted the study, a Hunter College instructor who guided student research, the teachers of Junior High School 47 who contributed so many worthwhile suggestions, the clerical staff and parents who typed preliminary drafts, and the pupils of the school who participated in the development of the program.

The committee is deeply indebted to Miss Harriet F. McLaughlin, principal of Junior High School 47 whose guidance and encouragement have been an unfailing source of inspiration.

The committee is also grateful to the members and former members of the staff of J.H.S. 47 who formulated the original Course of Study in Language Arts, which served as the foundation for the present bulletin.

Appreciation is due Miss Muriel Ruddy, Acting Assistant Director of Speech for her valuable assistance.

Without the performance of additional arduous duties, the diligent proof reading of drafts, and continuing loyal support of the present staff of J.H.S. 47, the compilation of this manual would have been impossible.

The lessons contained in Part Two were begun as research project designed by John D. Harrington and developed by the members of the Hunter College lipreading classes, Summer 1956, and Spring 1957. The work was then carefully analyzed expanded and improved upon with the professional assistance and technical knowledge of the members of the committee, all of whom are on the staff of J.H.S. 47.

Acknowledgment is also made to the following: William H. Bristow, Director of the Bureau of Curriculum Research for his valuable aid and suggestions; Seymour Schutz, who coordinated the work for the Bureau of Curriculum Research; Lillian Goldman, who gave editorial assistance; Maurice Basseches, Editor of Curriculum Publications who collaborated in editing and production.



## INTRODUCTION

Reading lips opens the world of understanding and communication to the deaf child. What the hearing child gets through listening, the deaf child acquires mainly through lipreading. Lipreading can be defined as the art of understanding a speaker's thoughts by watching the movements of his lips and facial expressions.

Since lipreading paves the way for language and communication, it must be presented in complete, meaningful sentences which are vital and dynamic, and which are centered around the activities of the child. Words, phrases, sentences, language concepts, and principles---are introduced in lipreading as part of his language development. Through lipreading, the deaf child receives at least some of the flow of "hearing" comprehension which is essential to later comprehension of connected language in reading.

In the early stages of language development or training, general or informal lipreading is stressed. During this period the child strives for the idea of what is being said. Exact lipreading, while not stressed, is acquired in following directions and commands. However, the emphasis is on conversational lipreading correlated with the child's activities rather than on exact reproduction of lists, sentences, or other exercises. Lipreading training aims to develop the understanding of words, phrases and sentences rather than the study of movements.

The lipreading ability of the child is far beyond his oral and written expression. However, we expect a response according to the child's ability in language. The younger child or the older child with meager language development will learn to read lips through the repetition of pleasurable and meaningful language experiences. This foundation is essential to the later development of language skills.

## I. GENERAL OR INFORMAL TECHNIQUES

### A. Philosophy Related to Day-to-Day Techniques.

The deaf or hard of hearing child will not develop in lipreading or in any of the other language arts without security and a sense of satisfaction. Nothing in the program designed to develop language or lipreading should interfere with the basic needs of young children. We must not sacrifice spontaneous language or speech for immediate gain in the form of lipreading performance. We seek continued language development of the deaf child; we want him to speak and to read lips; we strive to promote the desire to lipread. With the proper atmosphere the handicapped child will enjoy learning through lipreading; this is crucial to the continued language readiness of the child.

The language and lipreading programs are based upon the experiences of children. Lipreading may grow out of experiences, or worthwhile experiences may be planned to meet a specific purpose in language or lipreading.

The goal of early lipreading instruction is to develop an awareness that the lips are an avenue of communication and that words are symbols of meaning which are significant and important to the child.

Although lipreading is treated as a separate area of instruction it is closely integrated with all language experiences. In a sense every lesson is a lesson in lipreading just as every lesson is a lesson in speech. However, it is sometimes helpful to separate elements in order to see them more clearly. The following may well be called "experiences which have a lipreading component." While every experience contains some opportunities for lipreading, it is important to plan for additional specific situations where lipreading receives the major emphasis.

General or informal techniques are recommended:

1. As a developmental approach to formal lipreading which does not begin until the child has established a firm foundation in language.
2. As a program of transitional readiness for the child who has language but has recently lost his hearing.
3. As supplementary material to be used in conjunction with the formal program throughout the school.
4. As a program readily adapted to the needs and abilities of the slow learning child throughout the school

#### B. Suggested Techniques, Activities and Procedures

##### Conversation

Talk to the children as they come into the classroom. Encourage conversation. Help the children to express themselves when they try to tell you something. Start each day with a conversation period concerning matters of interest. Speak naturally at all times about things that interest the children in your group and children of their age group generally. Emphasize conversational language and the ability to lipread conversational language.

##### Sharing

It is important to encourage children to talk spontaneously about matters which interest them. The teacher provides daily opportunities for sharing these experiences immediately after the children arrive in the morning when enthusiasm and interest are likely to be high. This gives children practice in reading each other's lips.

##### Housekeeping

Plan a housekeeping program. Give commands orally, such as "John, please wash the blackboard."

##### Routines

Make lipreading an integral part of the daily program. Toys and other objects help to make the lipreading situation concrete. Plan and give practice in lipreading in these settings in which the time and place help to interpret what is said.

Put your books away. It's time to go home.  
Who will hold the flag today?

### News

The daily news period provides meaningful opportunities to read lips. Question eliciting news items involve the reading of lips.

What did you get for your birthday?  
What color is it?

After the news an experience chart may be made. The teacher may use the chart for lipreading again.

Who saw a lion in the zoo?  
Who can show me the word "zoo"?  
Where does it say "Maureen bought some peanuts"?

Show and share periods may be developed in the same way. The teacher should encourage the asking of natural questions during these periods. She may restate what the children have said at various times during the lesson.

John has a yellow tie today, too.  
Beverly wore a blue bow yesterday.

### Calendar Work

Use calendar work to establish time sense and to associate language with daily happenings:

Shirley's father came today.  
Show me "today".

Yesterday we had no school.  
Who can cross off "yesterday"?

Tomorrow is John's birthday.  
Who can find "tomorrow"?

### At Play

There are many simple directions connected with participation in games and songs. These provide an opportunity to build associations between simple words and their appearance on the lips:

Do you want to play ball?  
Throw the ball to ° .....

"One, two, three, four, five, six, JUMP."

Song plays: "Did You Ever See A Lassie?"

### Simple Commands and Pictures

Give commands to the class as a whole, and then call on some pupil to perform the command. Sometimes one of the children can give a command and call on another child to carry it out.

The first commands should be very simple:

Give me the doll.  
Give me the horse.  
Point to the ball.

Later, pictures may be used:

Put the tree at the left.  
Put the girl in the swing.

Give commands to the class as a whole, and then call on some pupil to perform the command. Sometimes one of the children can give a command and call on another child to carry it out.

The simple instructions involved in sense training may also provide practice in responding to commands through lipreading.

Put all the green blocks here.  
Give me the small round block.  
Which paper is smoothest?

### Lipreading and Language

1. Children are given correct concepts of each new language principle in lipreading before the actual teaching of it. This incidental teaching is a planned approach essential to the repetition needed before formal development of the language concept can take place. At best, this repetition is a poor substitute for the years of hearing experience enjoyed by the hearing child. Lipreading also provides the reinforcement necessary after formal development of language concepts take place.

#### Examples:

The future tense: Use "going to" in news, conversations, etc.

Adjectives: Give commands using a simple series of adjectives:

Draw two red birds.

Present progressive:

a. Use this tense in talking about pictures in the reader.

b. Also use it in pretending:

You are talking, and he is listening.

c. Use it in general conversation:

Sally is wearing her red dress.

d. The tense results naturally from picture work:

Here is a picture of little Jane.

She is washing her doll.

She is hanging the clothes up to dry.

Show me "is washing".

2. Teach all new words and phrases in complete sentences and in their natural setting so that the child will begin to get concepts through context. Repeat the new words in varying circumstances:

Shut the door.

He has his eyes shut.

The wind blew the door shut.

3. Vary the expression used in the classroom:

Show me.....Find.....Who can find....?  
Where is....? See if you can find....?  
Give me.... Can you find....?

4. Plan games around questions, verbs, adjectives, prepositions, or language principles.

Lipreading and the Training of Hearing

Traditionally, lipreading was taught with the "inaudible tone". This is a level of voice just below the hearing threshold of the child in the class who has the most hearing. In current theory the use of full voice is recommended at all times with the following exceptions:

- a. When, for lipreading purposes, the teacher wishes to concentrate upon visual aspect to the exclusion of others, use "inaudible" tone.
- b. When an older group of children, a group of adults, or a group with a great deal of hearing, feels that it would like the additional challenge of reading the lips without the advantage of sound. This would apply only to specific lessons devoted solely to lipreading. All other lessons would be taught with full voice. Use "inaudible" tone here as well.
- c. When a lesson is being given to demonstrate the art of lipreading or the ability of the children to read the lips, the teacher should use no voice, ("voiceless voice").

Individualization

The teacher is aware of the lipreading capabilities of his group as a whole. He knows what expressions and words he has presented incidentally in lessons and experiences. He has a record of these in his plan book and in his anecdotal records. At the same time he may have to provide for individual differences in children's familiarity with specific words or expressions.

A box may be provided for each child in the room. Each box contains the words with which that child needs help. These boxes become the material for individual lessons at opportune times. Words from all subject areas may be used. New words are added weekly as the need arises and familiar words are removed. Sometimes children have a partner when working with these cards.

Care should be taken not to develop overanalytical tendencies in young children. Help them to pass over what they are not able to understand and to concentrate upon getting the thought from the remainder of what is being said. The hearing child first grasps thought from a few words with which he is familiar. In a similar manner the deaf child achieves thought through a few meaningful visible words. Children should be taught to concentrate and to attend, but they should also get the idea that lipreading is not a word for word skill. Lipreading tends too to be an innate ability. By insisting on word for word recognition the teacher may prevent a child from developing to his fullest potential.

## Lipreading and Speech

At one time lipreading was taught to the deaf primarily as a means of teaching speech. Deaf children were taught to watch the lips so that they would be able to approximate the positions of the lips for the various sounds. Although lipreading is primarily used as a means of communication for the deaf, it remains as one of the most effective approaches to the development of correct speech.

As a child becomes familiar with the various positions of the speech organs he is preparing himself for the special speech instruction which in addition will utilize the tactile, auditory and kinesthetic approaches. The deaf child imitates what he sees, just as the hearing child imitates what he hears. Through sense training, in which the deaf child is prepared for imitation, his eyes are sharpened to see the finer lines of distinction between spoken sounds. Lipreading, then, is fundamental to the entire program of teaching the deaf child to communicate and to speak.

### Question Work

Questions should be related to experiences. Children enjoy answering questions:

What is your name?  
How old are you?  
What's your teacher's name?

Play games involving the lipreading of questions to be taught at a later date in language work. See the list of devices and games in part IV of this material. Give questions using voice level in accordance with instructions under "Lipreading and the Training of Hearing." Follow this once again with an inaudible repetition. Be sure that the children respond in audible tone. Occasionally let the children say the question with you. Should the children fail to get the idea of the question, reword the question rather than repeat or exaggerate. Rewording should provide more meaningful context. It is expected that the child will get the thought from the additional clues provided. When the children have grasped the idea, repeat the original form of the question:

Original: What season is this? (no response from the children.)

Reworded: Is this winter, summer, spring or fall? (Children respond.)

Repeated: What season is this? Response: Spring.

### Lipreading and the Parents at Home

It is important to the success of the program that parents be aware of their part in the development of lipreading and language. They must talk to the children at all times, see that the child becomes an effective user of his hearing aid, and provide the meaningful life and family experiences which will make the child want to talk and listen.

### Homophones

Homophones are words which look alike on the lips but are neither sounded nor spelled alike. Examples: ferry-very and share-chair



All homonyms are homophenes, but not all homophenes are homonyms:

e.g., pear-pair are homonyms and homophenes;

tore and door are homophenes only.

Homophenes are taught only as they occur. Should the children point out the problem or have difficulty with a specific pair of words, the teacher will plan to have a simple but separate lesson giving help with the specific pair of homophenes and with the approach to distinguishing between them through context. The sentences used in these lessons should be clear-cut and simple, and should contain maximum contextual assistance for conveying the meaning:

Good: I have an apple, a pear and a banana.

Poor: I have a pear.

### Stories

Stories provide an excellent opportunity to present language for lip-reading. Stories should be simple, humorous and appealing. Children seem to like the type of story that can be told over and over again. They also like the type of story that can be added to and extended at successive tellings. Pictures can be used to provide contextual background and clues to the words used in the story. Stories will be more meaningful if they relate to the lives and interests of the children themselves or to the surrounding situation.

It is wise to have some simple outline of the story on the board. A title and a few of the difficult words will help greatly. As the teacher reaches the difficult words, she indicates them on the board. Questions should follow the story to evaluate the comprehension achieved.

Sometimes the children like to suggest titles or alternate endings for the story. They enjoy dramatizing the story and this is another way of knowing whether they understand the main thoughts.

Children's books found effective:

<u>Madeline's Rescue</u>	-	Ludwig Bemelmans
<u>The Story of Babar</u>	-	Jean De Brunhoff
<u>The Blue Eyed Pussy</u>	-	Egon Mathiesen
<u>Easter Treat</u>	-	Roger Duvoisin
<u>Horton Hatches the Egg</u>	-	Dr. Seuss

Stories are told to the children - not read. The story line is closely followed but the words are changed into the vocabulary of the children. Illustrations must be good and should show close sequence of events especially with younger children. Words that are pertinent to the story and do not have a simple substitute must be taught first. A story should not be too involved nor have too many characters.

## Developing Reasoning through Lipreading

Thinking is essential to successful lipreading. Mental powers are necessary to fill in the many spoken words which are difficult or impossible to see on the lips. The child, young as he might be, must begin to depend upon slight clues which will convey meaning or help to convey meaning. He must become alert in order to anticipate the thought or to synthesize the thought from a few fragments which he has grasped. Reason can be developed incidentally.

Examples:

### Yes-No sentences

An airplane can swim.	No
Birds like to fly.	Yes

### Omissions

Tell a story in which something has been left out.  
Have the children tell what has been left out.

### Mathematics

John spent 5 cents for milk and 3 cents for cookies.  
How much did he spend all together?

### Social Studies

Did Lincoln have a refrigerator in his cabin?

### Multiple choice questions

Do we go sleigh riding in summer - winter - spring?

## Dictation

The following is a suggested technique for a series of lessons developing dictation which may be used in review or in culmination.

1. The teacher writes a word or sentence on the board. This should be one with which the children have had ample experience. The children lipread the word or sentence and copy it. This is suggested as a first step in developing dictation with young children.
2. The teacher writes two very dissimilar words or sentences on the board. The teacher says one of the two. The children copy the word or sentence which the teacher has said.
3. The teacher writes two words or sentences which are somewhat alike on the board. The teacher says one of the two. The children write the word or sentence spoken by the teacher.
4. Later, the teacher might:-
  - a. Erase the words or sentences before the children write.
  - b. Increase the number of words or sentences.
  - c. Make the words or sentences more difficult.



## Lipreading and Games

Games are invaluable in the development of lipreading. They provide the setting for natural conversation and interest which the skillful teacher is quick to utilize. She should use them to develop the various awarenesses which were described in previous sections of the handbook:

Learning that the lips convey meaning through words which can be seen.

Learning specific words through varied and meaningful repetition; e.g., "When you see two pictures that are the same, you put them together."

Many sample childhood games can be used to practice lipreading. Repetition of familiar phrases, which holds such fascination for young children, is the basis for such games as:

Simon Says  
Do This - Do That  
Giant Steps  
I See Something (colors)  
Guess Who

Part V of this material contains a list of commercial games which lend themselves to the development of lipreading through children's play.

## Lipreading and Television

Television is a valuable aid to the development of lipreading ability. When parents talk about what the children see on television a background of comprehension for language understanding and vocabulary growth is provided. Parents should be made aware that certain programs provide an opportunity to stimulate the use of words, e.g. "That is a baby bear." and "The boy is very sad because he lost his dog." It is rewarding to see the light in the eyes of the children when they come to the realization that they know what you are telling about because they have seen it on television. Words take on meaning through the vicarious experiences provided by television.

The teacher of deaf children should make the most of every opportunity to relate her classroom instruction to television experiences. By knowing what programs have been planned the teacher can prepare for and follow up suitable programs with meaningful conversation and language which will teach language forms and the lipreading of important terms. The following lend themselves to this particularly well:

Children's stories which are televised.  
Important events of the day.  
Informative programs concerning science, geography, etc.  
Selected educational broadcasts and films.

It is important to realize that the development of one or two words represents significant progress. The teacher or parent should not expect complete understanding of such programs at all times.

The above principles also hold true for planned, worthwhile motion picture experiences.

## The Picture File

A school picture file is a valuable teaching resource. Teachers are encouraged to contribute and use the pictures. Teachers may also maintain a picture file of their own. Picture cards for new words learned are collected and used for lipreading in several ways:

The teacher may tell a short story and have the children select the picture (from two or three) which depicts that story.

"Who can get me the picture of something that we eat?"

The teacher may show a large clear picture containing some detail. When he puts the pictures aside he discusses the contents of the picture in simple terms. "What was the boy doing?" "Did you see some cows?" This develops the power of observation and provides a varied approach to reading lips. Saturday Evening Post covers are particularly suitable for this, and can often be obtained in large size from the magazine office.

An illustrated story may be used. As the story proceeds the teacher refers to items of the story that are shown in the picture. This is most effective with younger children when paper covered story books with large and colorful illustrations are used. With older children magazine and newspaper pictures lend themselves because of the interest in current happenings. In this case the teacher is really explaining the events which are shown in the picture.

When pictures are used to teach the concept of a particular word, variety is important. To teach "farm", pictures of several types of farms are shown. It is necessary to use pictures when the real object is unfeasible. However, experience with the real object makes a more lasting impression. Thus the children will learn the word banana more readily at a fruit stand than they will from a picture presented without previous experience.

## Trips

Trips play an important part in the program for the deaf child because they provide a meaningful contact with language and words through lipreading. As the class enjoys its experiences, the teacher utilizes the opportunity for learning by presenting the words and expressions he wishes to reinforce. "We went to Coney Island. We went on the subway. We saw the ocean."

## Span of Attention

Though the lipreading program may be general or informal, the teacher is aware of the fact that the children's span of attention is limited. Reading lips is a difficult means of communication. Children should not be asked to concentrate for periods which go beyond the approximate limits suggested below:

Elementary lipreading--10 minutes.  
Intermediate lipreading--20 minutes.  
Advanced lipreading--30 minutes.

## II. EXACT LIPREADING

While the teacher attempts to develop general lipreading ability, it is also necessary to train children to lipread with exactness; e.g., directions, commands. The aim is to reach exactness of communication as far as is possible through meaningful and careful repetition.

Guided by the practical needs of the situation as well as the aims of the program, the teacher selects the directions, words, etc. that children will need in order to lipread successfully. Then she proceeds to use these expressions at every meaningful opportunity. Through this carefully planned repetition the children learn to recognize the sentences or words readily. Through continued use and application the learning becomes fixed. The teacher is then ready to work towards several new aims in exact lipreading. Exact lipreading, then, is taught in consonance with the philosophy of teaching general and informal lipreading as described previously.

The following examples characterize the types of expressions that are likely to be needed in some curriculum areas. They should be referred to only as examples and never as a list of items to be taught to all children.

The examples are arranged under curriculum areas in order of approximate difficulty. Item 1. will usually be more appropriate to the lower levels, and Item 3 will usually apply more directly to the higher levels of language instruction. These are the types of expressions, commands, directions, and terms you will find it necessary to develop in exact lipreading:

### Reading

1. Show me...
2. Read the first and second paragraphs.
3. How many syllables does the word have?

### Social Studies

1. A long time ago...
2. Look at the map.
3. What was the date?

### Mathematics

1. How many? 2 and 3 are \_\_\_\_\_
2. Terms: example, problem
3. What part...? What percent...? How much interest...?

### Language

1. Put a period there.
2. Give me a sentence.
3. Write the title.

### Spelling

1. What is the first letter?
2. Spell it.
3. Study for a retest.

### Activities, Centers of Interest, Routines

1. Next Monday we are going on a trip!
2. It's time for lunch.
3. What do you have during the third period?
4. When you have finished, get a book from the library corner.

### Health and Guidance

1. Wash your hands.
2. Play outside before you do your homework.
3. To what high school would you like to go?

### Auditory Training

1. Put on your earphones.
2. When the record stops put your hands on your head.
3. Go to the battery store and buy a new battery.

## III. CORRELATION TECHNIQUES

With deaf children, lipreading is the medium through which other subjects of the curriculum are taught. There is value in stressing lipreading for a brief portion of each lesson or experience. Checking comprehension through lipreading serves as a particularly effective medial or final summary. This fulfills a two-fold purpose:

It reinforces and helps to fix the lesson being taught.  
It affords an opportunity for drill and practice in the lipreading which is essential for success in the lesson or subject area.

The following suggestions are offered to show how lipreading is correlated with other subjects:

### Social Studies and Science

1. As preparation for a science lesson on temperature the teacher presents the equipment and the vocabulary for the lesson. The teacher shows the class the thermometer saying, "This is a thermometer."  
"This is a bowl of ice."  
"Here we have some hot water."

This preparation is necessary prior to the development of the lesson.

2. At the conclusion of a lesson on the pioneers the teacher might review the basic vocabulary in the following manner:

Teacher: The pioneers traveled in wagon trains.  
(She repeats "wagon trains.")

Pupil: "Wagon trains."

He writes the words on the board.

## Mathematics

1. Summarizing a lesson on the value of coins the teacher might include specific lipreading such as:  
 "Give me the coin that has the same value as five pennies."  
 "John, give Jane the coin that is worth ten pennies."
2. The lesson has been on decimal concepts. (tenths, etc.) At the end of the lesson the teacher says, "Let's practice lipreading some of these decimals. Watch my lips and be ready to write the decimal number on the board."  
 "Six tenths." "Twelve hundredths." etc.

## Spelling

1. When taking a tally of words the teacher may skip around the list of words asking, "How many had 'cat' wrong?" Before registering the tally he points to the word in order to check the children's lipreading of the word.
2. In a spelling pre-test the children sometimes cannot distinguish whether the word given begins with an "f" or a "v", (face, vase). The teacher may give appropriate assistance and at the same time make maximum use of the opportunity to teach lipreading by doing one of the following:

Give a sentence which will indicate through context which word has been given: e.g. face, vase, e.g. The boy washed his face.

When the children first experience difficulty with homonyms, take the opportunity to begin the concept on homophones.

"You can tell which word it is if you watch carefully and think."

"I have a new pair of shoes."

"I ate a pear and an apple."

Show that "t" and "n" look alike on the lips and are on the same line of the consonant chart. Tell the children with which letter the spelling word begins. This does not actually help the child with the spelling of the word, but it gives lipreading assistance to the deaf child.

## Reading

1. After the children have completed the reading of a story, the teacher makes use of lipreading to check on comprehension.  
 From a page of six or seven sentences the teacher says one sentence. The child lipreads the sentence, finds it on the page, and reads it to the class.  
 The same approach is effective with experience charts.
2. The new words for a story have been presented through discussion and written on the board in simple sentences. When the teacher feels the children can recognize and understand the new words, he might give sentences or specific words for lipreading. The child who identifies the sentence or words is permitted to point to the word or underline it on the blackboard. The sentences remain on the board for reference while reading is taking place.

## Language

1. The children have written good sentences using a new language principle. The teacher selects several sentences and dictates them to the class. The children write the sentences.
2. Language charts are easily used for lipreading. A chart containing pictures of common articles of clothing may be used as follows:

The teacher gives a sentence containing one of the articles.

The child identifies the article by:

1. pointing to it.
2. saying the word
3. writing the word on the board.
4. showing a similar article of clothing in the room.
5. using the word in an original sentence which is lipread by the class.

## IV. INFORMAL DEVICES AND APPROACHES

The following is a source list of practical and effective teaching devices for teaching lipreading to deaf and hard of hearing children. These approaches may be used to develop general lipreading in accordance with the basic principles already outlined. They may also suggest methods of teaching certain aspects of specific and correlated lipreading. The success of these approaches depends upon the total lipreading program.

### Box of Common Objects

The teacher describes one of many objects in a box. A child selects the object that the teacher described.

The teacher closes his eyes and each child selects an object from the box and conceals it. The teacher asks, "Are you ready?" and then opens his eyes. Next the teacher asks, "John, have you the red bus?" The child answers "yes" or "no." The teacher goes on to another child and asks the same question until he discovers who has the object.

### Charts

A chart of pictures showing children engaged in many different activities is displayed. Simple pictures are best. Each picture should show one child doing one thing. The teacher describes one picture. The children select the correct picture from among many.

### Expressional Writing

Original compositions are read either in part or in entirety. Selections read should be readily identifiable as to the child who wrote them or the incidents described. The children guess the author of each composition. At some levels the composition may consist of only one sentence.

### Command Games

The following are a few suggestions of simple games that children enjoy and that may be used to good advantage for lipreading:

Simon Says  
Do This---Do That

Giant Steps  
Oral Arithmetic Games

## Descriptions

Give a short description of one of the children in the class and have others guess who it is.

Give a short description of one of three or four pictures displayed.

Children select the correct picture.

Give each child a picture. Tell a short story about one picture. The child with the appropriate picture shows it to the class.

Develop memory by asking questions about a picture which the child has seen. How many things can the child remember without referring to the picture again?

Display a simple picture. Ask questions which will encourage the children to draw conclusions from what they see.

## Dolls

Use dolls with movable arms and legs. Give directions which children can carry out by manipulating the doll.

Sometimes a child can give directions for other children to carry out.

## Finger Plays

Make use of young children's natural interest in finger plays to stimulate interest in lipreading. The teacher sings or recites the words and does the finger play simultaneously. The finger action gives clues which help to develop lipreading; e.g.,

"Here's the church  
Here's the steeple  
Open the door  
And here are the people."

Some other finger plays are:

The Eensy Weensy Spider  
The Smoke Goes up the Chimney  
Thumbkin

## Experience Charts

After an experience chart has been developed and written it may be used as a device for lipreading;

e.g., The chart reads "We went to the park."

Early level: The teacher might say to the children, Show me where it says "We went," or "park."

At a higher level a child might be expected to lipread and/or be able to answer the question, "Where did we go?" This can also be used for the lipreading of individual words in context.

## Flannel Board and Plymouth Chart

Make use of the flannel board and Plymouth Chart (pocket chart) to aid in the lipreading of numbers, colors, and common objects.

The flannel board and Plymouth Chart can be used in connection with sequence in story telling and in picture study.



## Gossip

The teacher speaks to one child. She gives a sentence about a recent experience using new language learnings. The child tells his neighbor who in turn tells his neighbor. The "gossip" goes all around the class. The objective is to have the sentence reach the last child who repeats it to the teacher.

## Language Charts

Make use of language charts in lipreading. The teacher has recorded words with which the children are familiar. These charts might be made up of pictures or of pictures with words. At upper levels the charts might be made up of words only.

Numbers	Common objects
Colors	etc.
Verbs	
Pronouns	
Adjectives	

## Lotto Games

The teacher selects a picture of an object and composes a sentence about it. Children look for objects on their own cards. When one child has found the object on his card the teacher shows the picture to the class and gives it to the child who has located it. If the children are not sure of the lipreading of a certain object the teacher says it a few times in sentences and then shows the card.

## Make Believe Games

1. The teacher gives a direction; e.g., in playing house.  
"Make believe you are the mother." "Put the baby to bed."  
"Wash the dishes." "Sweep the floor." etc.
2. Playing school. "Make believe you are the teacher."  
"Write on the blackboard."

## Peep Box

A small box can be made with a hole on top to let in light and another hole on one side to look through. Put a small object in the box.

1. The teacher looks in the box and says, "I see a car. What can you see?"
2. The child looks in the box and tells what he sees.
3. The child looks, puts box away, and tells what he saw.

The above may be used for lipreading of "I see," or "I saw," or of familiar objects.

The teacher looks and says, "I see something yellow.  
Guess what it is." The child who guesses correctly may look in the box.

## Photographs

Pictures of children and their families can be used as a basis of a lip-reading lesson.

Drawings of children can be similarly utilized.



## Picture Dictionary (book, chart or cards)

Make a picture dictionary of new verbs, adjectives, nouns etc., by using 5x7 cards. Make a file box for the cards. Select four or five of these cards and display them on the Plymouth Chart. Use one of the words and discuss its meaning. The children select the correct cards or may perform action responses.

## Pictures

Pictures can be used to develop a lesson around a specific movement:

"Little Boy Blue" for b

"See Saw" - Majorie Daw

"A picture containing a pig, an apple, a puppy, etc.

Make use of pictures in corridors and on bulletin boards.

## Drawing Games

Give directions. "Draw a rabbit," "Color the rabbit brown," etc.

On a higher level the teacher might direct the children to "Draw a clown; make him smile; color his eyes blue."

Drawing faces:

In teaching the terms "eyes," "nose," "mouth," etc. the teacher draws the outline of a head on the blackboard.

The teacher gives a sentence such as "You have two eyes."

The child who can lipread correctly is allowed to draw the eyes in the outline on the blackboard. Continue with other parts of the face.

## "School"

One child pretends to be the teacher. He holds a basket of toys and says to the class, "Show me a \_\_\_\_\_."

A child (playing teacher) tells the other members of the class which word to erase from a list on the blackboard.

## Pre-Primer Cut-Outs

Cut-outs of Dick, Jane, Sally, Spot, Puff, Tim, etc., are used to acquaint children with the names of characters in the pre-primer. They are also used to demonstrate verbs.

## Riddles

1. After the children have become familiar with popular children's stories, nursery rhymes, or stories from the reader, mention an incident or a character.  
The children identify the story by name or show the picture connected with it.
2. Guess Who?
3. I see something (blue).
4. Button, Button: A description of the child is made part of the game.
5. Brief description of:
  - a. children in the room
  - b. objects in the room
  - c. familiar books
  - d. story characters
  - e. animals
  - f. science, health, social studies

The teacher gives two or three simple sentences describing one item of several in a given category. The children guess who or what it is. In science one classification might be "Things in the Sky."

### Sequees

This is a commercial game with a series of pictures illustrating a familiar children's story. The child arranges pictures in correct sequence as the teacher gives clues. (Please see Part V for list of Commercial Games)

### Show and Tell

Encourage the children to show and share old and new possessions. Natural expressions and questions often arise during these "show and tell" periods.

### Story Telling

Tell well-known children's stories. Use the kind of stories which may be told again and again:

Ask simple questions calling for an action response.

Dramatize the story with the children.

Draw parts of it.

Identify specific parts by reference to pictures.

### Filmstrips

Make use of strip films for story telling:

The teacher gives a simple sentence about each frame.

The teacher asks questions about each frame.

Sometimes a child can give a simple sentence about each frame.

The story may be put into chart form and the sentences cut apart. Each child is given one or two sentences of the story. As the strip film is shown the teacher says the sentence appropriate to a given frame. The child holding the sentence shows it to the class.

### Toys

Use toys in lipreading. Teacher may develop a language principle or a story as she manipulates a toy or gives directions for the children to move toys.

Suggested toys:

Doll family

Large doll (life size)

Doll House

Small toy animals (rubber, wood, plastic)

Potato Head

Miniature life toys

Wedgie figures

## V. BIBLIOGRAPHY OF USEFUL SOURCES FOR INFORMAL LIPREADING

### Texts

We have listed materials that have been found highly useful for the teacher who is teaching general or informal lipreading. From the following a teacher might derive new approaches and ideas for particular lessons for special occasions. These sources are to be used in accordance with the available philosophy of the program as previously described. This list of materials for teaching lipreading is not exhaustive. Additional listings may be obtained at the Volta Bureau, 1957 - 35th Street, N. W., Washington 7, D.C.

Feilbach, Rose. Stories and Games for Easy Lipreading Practice.

Planned for use with older children and adults but might be simplified for younger groups. Contains games, anecdotes, exercises, quizzes, readings, stories, etc., involving geography, science, history, etc. Geared "for fun."

Kinzie, Cora Elsie, and Kinzie, Rose. Graded Instruction in Lipreading for Children and Juniors.

Grades I and II are separate volumes and are being recommended here. (Grade III is for Juniors.) Good usable material at elementary levels. Simple exercises, games, stories, and suggestions. Systematic building of vocabulary and grading are featured.

Samuelson, Estelle E. and Fabregas, Minnie B. A Treasure Chest of Games for Lipreading Teachers.

A Volta Bureau reprint outlining useful games for lipreading application.

Whildin, Olive X. and Scally, Agatha. Speech Reading for the Hard of Hearing Child.

Features suggestions for charts to make the lessons more interesting and active. Has short usable stories.

## Commercial Games

Many commercial games may be used to teach lipreading. The teacher who is aware of the general principles of teaching lipreading will capitalize upon the many language opportunities which present themselves in the playing of children's games. Following is a list of a few of the many commercial games which lend themselves particularly well to the development of lipreading through situations which are of natural interest to children.

- |  |  |
|--|--|
| 1. Ben-G-Educator<br>(Educational Equip. Co.)<br>69 West 23rd St.<br>New York, N. Y. | MISSING FACES<br>BALLOON MAN<br>READING FUN  |
| 2. Milton Bradley<br>Springfield, Mass.  | TELL TIME QUIZMO<br>PHONETIC QUIZMO<br>RING TOSS   |
| 3. Childcraft Equip. Co., Inc.<br>155 E. 23rd St.<br>New York, N. Y.                 | RUBBER ANIMALS<br>FAMILY HAND PUPPETS  |
| 4. Creative Playthings, Inc.<br>5 University Place<br>New York, N. Y.                | ARITHMETIC TANGIBLES (Peg Numbers)<br>JIGSAW PUZZLES   |
| 5. Ed-U-Cards<br>1305-44th Avenue<br>Long Island City, N.Y.                          | PICTURE DOMINOES<br>ZOO LOTTO<br>GO FISH CARD GAME   |
| 6. Educational Playthings Inc.<br>96 Prince St.<br>New York, N. Y.                   | A MODERN PLAYWAY NURSERY TOY<br>(Number Puzzle)  |
| 7. The Embossing Co.,<br>200 Fifth Ave.<br>New York, N. Y.                           | COLOR CUBES (design)   |
| 8. Follett Publishing Co.<br>381 Fourth Avenue<br>New York, N. Y.                    | PRIMARY KIT PICTURE CARDS<br>COME AND HEAR<br>COME AND SEE<br>COME AND COUNT   |
| 9. Samuel Gabriel & Sons<br>200 Fifth Av.<br>New York, N. Y.                         | LOTTO GAMES:<br>Object Lotto<br>Things That Go<br>Animals<br>Zoo (Fish, Animals, Birds)<br>Pets and Animals<br>Good Things to Eat<br>The House We Live In<br>Pets and Animals Stand Up Lotto |

10. Garrard Press  
(E.W. Dolch)  
Champaign, Ill.

GROUP WORD TEACHING GAME  
SIGHT PHRASE CARDS  
POPPER WORDS  
CONSONANT LOTTO  
PICTURE READINESS GAME  
PICTURE WORD CARDS  
WHO GETS IT?

11. Holgate Bros. Co.  
200 Fifth Avenue  
New York, N. Y.

JIGSAW PUZZLES

12. Judy Co.,  
Minneapolis, Minn.

SEQUENCES  
JIGSAW PUZZLES  
MATCHETTES

13. F.A. Owen Publishing Co.,  
Danville, New York

PICTO-LOTTO CARDS  
PICTO-WORD FLASH CARDS

14. Playskool Manufacturing Co.  
200 Fifth Ave.  
New York, N. Y.

WALL TELEPHONE 0200  
JIGSAW PUZZLES  
THE MAIL BOX

15. Scott Foresman & Co.  
1900 Pollett Drive  
Fairlawn, New Jersey

PICTURE CARDS & KEY SHEET  
(Speech Improvement Cards)

16. Whitman Publishing Co.  
200 Fifth Ave.  
New York, N. Y.

BINGO

## PART TWO: SEQUENTIAL DEVELOPMENT OF LIPREADING

INTRODUCTION

Sequential development of lipreading is begun when it is apparent that the children have become fairly proficient in general lipreading. The following conditions may serve as a guide:

Conditions of Readiness for Sequential Lipreading Development

1. Does the child have a general ability to read the lips in ordinary circumstances?  
Does he use lipreading as an avenue of communication?  
Does he concentrate upon the lips?  
Does he understand simple statements and requests?
2. Does he have the ability to benefit from formal lessons?  
Is he able to benefit from the simple formal lessons contained in this bulletin?

If the children fail to benefit from the program, the teacher should return to general procedures and should use methods suggested in Part One, making adaptations for the maturity of the group.

Program

1. At J.H.S. 47 the children lipread all day. Lipreading grows simultaneously with language and speech in an oral program. However, it is deemed advisable to provide, in addition, a program of sequential lipreading practice.
2. A suitable sequence has been arranged. The teacher may begin with the first movement presented and proceed through the lessons. Invisible sounds have not been included since they cannot be seen.
3. Each lesson is devoted to one sound. In the organization of this material each sound has been placed on a separate page. The teacher may:
  - a. Teach a lesson on p, b, and m by combining the three separate lessons into one. Thus, example words, eye drills, and clue words would be drawn from the three lessons.
  - b. Teach one lesson on each sound, e.g., p then b, and then m. Through the experience of having three lessons with the same description the children will learn inductively that p, b, and m look alike.
4. The language arts are inseparable.
  - a. Language and lipreading:
    - 1) Precede the development of new language by using the word or principle incidentally during the weeks prior to the lesson. This involves experience, understanding and lipreading.

- 2.) Follow up the language lesson by continued use of the word or principle in lipreading as reinforcement. This will include writing and spelling.
  - 3.) Present opportunities for the children to use the learning in original language.
- b. Speech and lipreading:
- 1.) Children learn to speak through several avenues of communication. The avenue of hearing is impaired in the deaf child. In its place lipreading is substituted. Through lipreading the child sees sounds as they are spoken and imitates them with the help of the tactile and auditory approaches.
  - 2.) Through lipreading deaf children are stimulated to express themselves and use speech.

### GUIDE TO FORMAL LESSONS

Following is an explanation of the layout of the pages for formal lessons. The five basic steps in the lesson are:

Description of the Movement  
 Eye Drill  
 Sentences with Clue Words  
 Sentences without Clue Words  
 Game or Device

#### I. DESCRIPTION OF THE MOVEMENT

This is not a major portion of the lesson. Its purpose is to connect the printed form with the movement as seen on the lips. Through repeated use of these materials it is hoped that children will reach a subconscious knowledge of the movements. Each of the steps indicated should be presented according to the needs of the children in the group. Use full voice throughout the description except with sample words where inaudible voice is used.

##### Movement

Identifies the movement being practiced in the lesson. At Junior High School 47 the Thorndike markings are used to represent sounds. The markings are not directly taught, but are used frequently so that children become familiar with them through use.

With the symbol for each of the diphthongs the component sounds forming the radical and the glide are given for teacher reference.

##### Visibility

The percentage of visibility assigned to the sound by Edward B. Nitchie is given only for consonants. This is for teacher reference. It is given to the children only if it will help to dramatize the learning of the movement.

## I.P.A. Symbol

This is the International Phonetic Alphabet symbol for the sound and is also given for teacher reference. The I.P.A. and the Thorndike systems are entirely reconcilable, but the simpler Thorndike symbols are more appropriate and practical for use with children.

## Sample Words

Sample words containing the movement in primary spelling are given. These are used as examples of the sound as it appears in words. The teacher uses these examples during the description portion of the lesson.

## Elicited Words

A space is provided simply to remind the teacher to elicit further examples of sound in words from the children. As the children progress they will be able to give words with the sound placed initially, medially and finally. Some teachers have found it good to use these words given by the children as the clue words in the sentences given later.

## Secondary Spellings

A simple word, where possible, is given for each important secondary spelling of the sound. The teacher incorporates this information into the lesson according to the needs, background, and abilities of the children in her particular group.

Secondary spellings are useful to deaf and hard of hearing children because they relate language as it appears in print to language as it appears in speech. The child who is puzzled over the appearance of the word "rough" on the lips may be a smoother lipreader if he is aware that "gh" is just another way of spelling "f", (which is what he sees). The teacher may add other secondary spellings that occur. Only the most common and useful secondary spellings have been listed.

## "Play-Way" Description

The "play-way" description of the movement obtained from the original J.H.S. 47 Language Arts Course of Study is cited.

## Nitchie Description

The description of the movement as given by Edward B. Nitchie is given for:  
Teacher reference  
Use with older children and adults.

## Children's Description

Space is provided for the teacher to write good descriptions elicited from the children. If the children's description seems better for the group than that listed under "Play-Way" Description, erase the "play-way" description from the board and insert the children's description.

## Sound Formation

A simple description of the formation and production of the sound in speech is included for:

- Relating formation to revelation (incidentally).
- Incidental speech correction.



## II. EYE DRILLS

Contrasting words are used to develop physical powers such as quickness, visual memory, and subconscious recognition of the movements. These words are used in isolation to remove them from the context which gives the assistance of mental or psychological powers. Words containing the new sound are contrasted, insofar as possible, with words containing movements previously practiced.

Words used in eye drills should be familiar to the children. Ask the children to read the words before the drill begins. If the children do not know the words, explain their meaning briefly. Eye drills are given at a normal rate and with no exaggeration. The teacher does not permit interruption within the group of words as they are delivered.

### Additional Eye Drills

A blank is provided in the manual to record eye drills which the teacher may devise. Contrast should be as great as possible;

e.g., Contrast look with book rather than took.

Contrast a back vowel with a front vowel or a high vowel with a low vowel.

Contrast meet with mat rather than with met.

## III. CLUE WORDS AND SENTENCES

The lipreader needs some clue to the particular subject being discussed. Under ordinary circumstances the lipreader uses intuition and synthesis to "guess" the subject. In the lesson clue words are given as substitutes for context-giving clues.

A sample list of clue words and sentences is given. It is not intended that the teacher be restricted to the use of these particular clue words and sentences. The teacher composes sentences based upon the language and lipreading ability of the class.

The following procedure has been found useful:

- a. If the teacher makes a statement, the children repeat it.
- b. If the teacher asks a question, the children answer it.
- c. If the teacher gives a command, the children obey it.

When a child has not gotten the thought:

- a. Repeat the sentence naturally.
- b. Change the wording of the sentence making it more context-giving.
- c. Indicate the subject through a question or a statement.

## IV. SENTENCES WITHOUT CLUE WORDS

After the sentences with clue words have been put on the board, the teacher erases the clue words from the blackboard. She then gives these sentences in random order.

### Source List

Words from List C of the New York City Spelling List are given as a ready reference for constructing sentences for lipreading practice. The list has been arranged for the first six levels and organized according to the initial, medial and final placement of the sound within the words. The sounds in the words have been organized in accordance with Thorndike dictionaries published after 1952.

### Procedure for Giving Sentences

1. Select the clue words you plan to use and write them on the board.
2. Indicate the clue word for the sentence to be given.
3. Say the sentence at natural speed and without exaggeration.
4. One child comes to the blackboard to write the sentence. What the child writes need not be an exact duplicate of the sentence, but should be corrected briefly for language errors. The aim is comprehension of the thought rather than reproduction of exact words.
5. While this child is writing, the teacher gives other sentences using the same clue word in thematic treatment. Such sentences grow naturally out of the topic under discussion and are answered orally while the first child is writing on the board.

### Homophenes

A space is provided for the teacher to record groups or pairs of homophenes which have come up for discussion during the lesson. Homophenes are words that look alike on the lips but are not sounded alike. These are taught at another time in a simple but special way.

1. Devote a special lesson to one group of homophenes;  
e.g., pair--pare--pear map--mat--mad shoe--chew
2. Use context-giving sentences.  
Use only one homophene in each sentence.  
If possible do not use the homophene as the first or last word in the sentence.

## V. DEVICES AND GAMES

A lipreading lesson should culminate with a pleasant experience. There are many games, stories, and devices which are used for this purpose. The game or device may be built around the particular movement of the lesson. It may review a previous movement, or it may be completely unrelated to any particular sound. It may be a device which is built around a single theme; (e.g., sports) or it may be a way of introducing excitement into the lipreading of unrelated sentences; (e.g., a horse-racing game in which children advance with each correct response).

At the end of each lesson a device or game is suggested. These devices and games may serve as the basis for further devices originated by the teacher.

For additional suggestions concerning informal devices, games, and stories see Part One of this bulletin which includes a bibliography.

## BIBLIOGRAPHY

The books listed below contain other approaches and procedures for formal lipreading lessons. Items listed may be obtained at the Volta Bureau, 1537 35 Street, N.W., Washington 7, D.C.

Kinzie, Cora Elsie, and Kinzie, Rose. Graded Instruction in Lipreading for Children. Grade II and Grade III (separate volumes).

Grade II (for children) and Grade III (for juniors). Grading permits starting new pupils at level nearest to capacity. Includes lessons on blends.

McNutt, Ena G. Hearing with Our Eyes.

Includes auditory training principles. This manual has an accompanying workbook. Has many devices and stories for use with formal lessons. Useful at intermediate levels.

Ordman, Kathryn A. and Ralli, Mary P. What People Say.

Formal lessons with sentence pairs, homophones, stories, and a section of each lesson devoted to "what people say" in everyday conversation. Useful for older children.

LESSONSMOVEMENT

(f), v

VISIBILITY

100%

I P A SYMBOL

f

SAMPLE WORDS

face  
family  
beautiful  
roof

ELICITED WORDSSECONDARY SPELLINGS

telephone  
laugh  
cliff

"PLAY-WAY" DESCRIPTION

White your lower lip lightly.

NITCHIE DESCRIPTION

Center of the lower lip  
touches the upper teeth.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The upper teeth rest lightly on the lower lip.  
Breath passes between the teeth and lower lip.

EYE DRILLS

No eye drill as "f" and "v" are  
first movements taught in the consonant  
group and have no previously studied  
sounds with which to be contrasted.

ADDITIONAL EYE DRILLSCLUE WORDS

father  
flag  
left  
breakfast  
knife  
calf

SENTENCES WITH CLUE WORDS

I went to the park with my mother and father.  
Red, white, and blue are the colors in our flag.  
Show me your left hand.  
I had bacon and eggs for breakfast.  
We cut meat with a knife.  
The cow had a baby calf.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTInitialMedialFinalLevel 1

father, few, find, five, first,  
for, found, four, friend, from,  
fun

after, before

if, off

Level 2

face, family, fall, farm, fast,  
fat, feed, feet, fell, fight,  
finished, fire, fish, floor,  
flowers, fly, food, foot, Friday,  
friends, front, funny, full, far

afraid, afternoon  
beautiful, careful,  
different, left

enough, half,  
life, myself

Level 3

farmer, feel, fence, filled, flag,  
flew, flower, forget, fox, free,  
frightened, fruit, fur, February,  
fair, fifth, fourth

awful, breakfast, elephant  
fifth, fifty, geography,  
grandfather, laughed, office  
often, soft, telephone,  
wonderful

chief, himself,  
knife, laugh,  
wife

Level 4

fairy, falls, faster, fed,  
fifteen, fighting, fill, finger,  
finish, fireplace, folks, follow,  
fort, furniture, famous, fresh

coffee, fifteen, laughing,  
thankful, theft, useful

calf, handkerchie  
roof, safe,  
yourself

Level 5

factories, factory, farming,  
father's, fellow, fit, flies, flour,  
forgotten, formed, forth, fourteen,  
freedom, freeze, friendly, frog,  
frozen

buffalo, gift, manufacturing,  
officer, perfume, rifle,  
safety, surface

herself, leaf,  
self, wolf,  
rough

Level 6

fan, firecrackers, flashlight,  
fork, frost, fever

afterwards, awfully, butterfly,  
carefully, comfortable, goldfish,  
information, nephew, offered,  
officers, perfect, refused,  
safety, sulphur, therefore

beef, cliff,  
itself, mischief,  
scarf, stiff,  
stuff, tariff

HOMOPHONESDEVICES AND GAMES

Farm Animals - Describe an animal. The children are to raise their hands only if it is a farm animal. Use other classifications such as jungle animals, etc., as well as farm animals. Pictures may be used.

MOVEMENT

f, (v)

VISIBILITY

100%

I P A SYMBOL

v

SAMPLE WORDS

vacation  
vase  
river  
seven  
drive

ELICITED WORDSSECONDARY SPELLINGS

of  
love

"PLAY-WAY" DESCRIPTION

Bite your lower lip lightly.

NITCHIE DESCRIPTION

Center of the lower lip  
touches the upper teeth.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This is a voiced sound having the same  
formation as "f".

EYE DRILLS

No eye drill.  
No contrast feasible.

ADDITIONAL EYE DRILLSCLUE WORDS

vegetables  
valentines  
television  
Thanksgiving  
twelve  
  
stove

SENTENCES WITH CLUE WORDS

Beans, carrots, peas, and corn are vegetables.  
In February we make valentines.  
I watch baseball on television.  
Did you eat turkey on Thanksgiving?  
Cinderella had to leave the ball at twelve  
o'clock.  
Mother cooks dinner on the stove.

SENTENCES WITHOUT CLUE WORDS

## SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
None	every, never, over	five, gave, give have, live, love, of
<u>Level 2</u>		
vacation, visit	even, evening, ever, everything, government, haven't, seven, having, I've, lived, lives, leaves, received, river, Thanksgiving	leave
<u>Level 3</u>		
valentine, vegetables, village	given, gives, giving, heavy invited, living, lovely, moved, several, travel, arrived, covered, discovered everybody, everyone, favorite	above, believe, cave, drive, move, stove, twelve
<u>Level 4</u>		
valley, visited, voice	cover, eleven, gloves, loved, loving, moving, November, silver, television	brave, drove, receive, save
<u>Level 5</u>		
valuable, verb, violin, visiting, vote	carnival, divided, driving, everywhere, however, invited, inviting, leaving, movies, saving, seventh, traveling	eve
<u>Level 6</u>		
various, vase, vegetable, vine, visitor, visitors	adventure, avenue, average, calves, caravan, driver, favor, fever, governor, harvest, invitation, knives, level, navy, oven, overalls, prevent, service, seventeen	alive, motive, native, serve, slave, twenty-five, wave

HOMOPHONESDEVELOPS AND GAMES

Have the children reply to the following questions:

ERIC do you do every \_\_\_\_\_? (morning, summer, winter, afternoon,  
night, holiday, Saturday, Monday, etc.)

MOVEMENT

(th), TH

VISIBILITY

100%

I P A SYMBOL

0

SAMPLE WORDS

thumb  
 birthday  
 bathroom  
 both  
 teeth

ELICITED WORDSSECONDARY SPELLINGS"PLAY-WAY" DESCRIPTION

Put the tip of your tongue  
 between your teeth.

NITCHIE DESCRIPTION

The tongue is behind the  
 upper teeth or between  
 the teeth.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The tip of the tongue is flat and thin, resting  
 lightly at the edge of the upper teeth. Breath  
 passes between the tongue and the teeth.

EYE DRILLS

thumb - fun  
 three - free  
 thought - fought

ADDITIONAL EYE DRILLSCLUE WORDS

thumb  
 tooth  
 birthday  
 Thanksgiving  
 bath

SENTENCES WITH CLUE WORDS

I hurt my thumb with a hammer.  
 The dentist pulled out John's tooth.  
 Our class had a birthday party.  
 We have turkey for Thanksgiving dinner.  
 Did you take a bath last night?

SENTENCES WITHOUT CLUE WORDS



## SOURCE LIST

### Initial

### Medial

### Final

#### Level 1

thing three  
things through  
think  
thought

something

#### Level 2

thank  
Thanksgiving  
third

anything  
arithmetic  
birthday  
everything  
nothing

both

#### Level 3

thanks throw  
thinking through  
thirty  
thousand  
threw

bath health  
cloth sixth  
earth south  
fifth teeth  
fourth

#### Level 4

thankful  
theater  
theft  
thick

#### Level 5

thin  
thirteen  
thread

healthy

birth seventh  
eighth tooth  
forth  
path

#### Level 6

throat  
thrown

author

breath  
growth  
length

## HOMOPHENES

## DEVICES AND GAMES

Thanksgiving Game - Show pictures of foods used in a traditional Thanksgiving dinner. Have the child pick up the picture depicting the food you are describing.

Guessing Game - Say "I am thinking of something. It is \_\_\_\_\_." the child guess the answer.

MOVEMENT

th, (TH)

VISIBILITY

100%

I P A SYMBOL

ð

SAMPLE WORDS

then  
mother  
father  
weather  
this

ELICITED WORDSSECONDARY SPELLINGS"PLAY-WAY" DESCRIPTION

Put the tip of your tongue  
between your teeth.

NITCHIE DESCRIPTION

The tongue is behind the  
upper teeth or between  
the teeth.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This is a voiced sound having the same formation  
as its breath counterpart, "th".

EYE DRILLS

that - fat  
than - fan  
there - fair

ADDITIONAL EYE DRILLSCLUE WORDS

weather  
feather  
mother  
this  
another  
father

SENTENCES WITH CLUE WORDS

The weather is very bad. It is raining.  
Indians wear feathers on their heads.  
The baby is crying for its mother.  
We are going to play with this ball.  
I will give you another piece of candy.  
Bill looks like his father.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTInitialMedialFinalLevel 1

than those  
that these  
the they  
their this  
them

another other  
brother  
father  
mother

with

Level 2

that's  
those

others without  
together  
weather  
clothes

Level 3

though

although either  
grandfather  
rather  
southern

Level 4

themselves  
there's

clothing  
farther  
mother's  
northern  
whether

Level 5

father's  
leather  
neither

Level 6

therefore  
they're  
thus

bathing  
bother  
further  
gathering  
within

smooth

HOMOPHENESDEVICES AND GAMES

This and That. Place two sets of objects so that one set is near you and another set is farther away. Say, "Give me that ball." "Give me this pencil."

ERIC kind of weather? Describe weather conditions. Have the children reply:  
s rainy," "It's a beautiful day," etc.

MOVEMENT

(p), b, m

VISIBILITY

100%

I P A SYMBOL

p

SAMPLE WORDS

park pie  
apple top  
step hop  
open pen  
happy

ELICITED WORDSSECONDARY SPELLINGS"PLAY-WAY" DESCRIPTION

Lips are shut and then opened  
or lips shut.

NITCHIE DESCRIPTION

Lips are shut, then  
opened

CHILDREN'S DESCRIPTIONSOUND FORMATION

The lips are shut and then separated with a short expulsion  
of breath.

EYE DRILLS

pat - that pay - they  
pin - thin pair - fair

ADDITIONAL EYE DRILLSCLUE WORDS

happy  
play  
park  
apple  
soap  
policeman  
puppy

SENTENCES WITH CLUE WORDS

Everyone sang "Happy Birthday" to Maximo.  
We are going to play ball.  
We took a trip to the park.  
I have a big red apple for lunch.  
Wash your hands with soap.  
The policeman told us to stop.  
Louis has a little brown puppy.

SENTENCES WITHOUT CLUE WORDS

## SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
people place pretty	played play put please happy	help up hope
<u>Level 2</u>		
pair paper piece park	party person plant poor pictures present playing part apple opened airplane jumped spring important supper kept spelling	stop keep jump sheep sleep
<u>Level 3</u>		
pink papa pay	parents paint pass pencil president pen pig spent report (card) helped hospital	soap
<u>Level 4</u>		
page paid pants	pie plane poem puppy policeman popcorn post office capital (letters) crops spell slippers fireplace helping	hop shop step trap stamp
<u>Level 5</u>		
pin pupil peanuts	postman plate purple penny please painting pilgrims airport empty speech sport grapes jumping happen sleepy pupil	lamp map sharp stamp
<u>Level 6</u>		
peas pat player pages	pennies pilot pot print penmanship apron capture copy shape explain spoon transportation temperature September	steep wrap crop slip soup lap sweep

## HOMOPHENES

## DEVICES AND GAMES

**Pie Game** - Say to the children: "I am going to talk about five kinds of pie. You tell me the name of the pie. "Apple pie is very good." The pupil responds with the words, "apple pie." "At Thanksgiving time we have pumpkin pie." etc.

MOVEMENT

p, (b), m

VISIBILITY

100%

I P A SYMBOL

b

SAMPLE WORDS

boy      big  
table    crib  
ball     bed  
baby  
rubber  
robe  
roh

ELICITED WORDSSECONDARY SPELLINGS"PLAY-WAY" DESCRIPTION

Lips are shut and then opened  
or lips shut.

NITCHIE DESCRIPTION

Lips shut

CHILDREN'S DESCRIPTIONSOUND FORMATION

This is a voiced sound with the same formation as for "p".

EYE DRILLS

ball - fall  
box - fox  
bought - thought  
bat - that

ADDITIONAL EYE DRILLSCLUE WORDS

breath  
bus  
bat  
tub  
football  
blackboard  
banana  
cabin

SENTENCES WITH CLUE WORDS

On a cold day you can see your breath.  
We came to school on the bus.  
John has a new bat.  
I take a bath in a tub.  
Who in our class plays football?  
Did you wash the blackboard for the teacher?  
A banana is a fruit.  
Abraham Lincoln lived in a log cabin.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>			<u>Medial</u>			<u>Final</u>
<u>Level 1</u>						
baby	black					
ball	book					
bed	big					
<u>Level 2</u>						
barn	blue	bird	table	rabbit		
bear	boat	beautiful				
bad	bicycle	bread				
	board	birthday				
<u>Level 3</u>						
bag	bath	baseball	everybody	rubber	vegetables	tub
bank	bill	broken	football	robin	goodby	
babies	board	butter				
		breakfast				
<u>Level 4</u>						
bee	bone	bedroom	cabin	October	December	
bat	bite	brush	subway	November	February	
bus	beach	bottle	public	automobile		
<u>Level 5</u>						
burn	broom	balloon	absent	husband	members	
bull	bunny	blackboard	lumber	marble	neighbor	
brick	buffalo	blanket	nobody	numbers	cabbage	
		berries				
<u>Level 6</u>						
bake	bomb	bubbles	object	cabinet	harbor	
beer	bags	butterfly	September	umbrella	pocketbook	
bug	button	buying	neighborhood			
		banana				

HOMOPHENESDEVICES AND GAMES

"Who has the bat to go with the ball?"

Give sentences with the clue words. Have the child select the bat containing the clue word and insert it in the slot next to the ball which has the same clue word on it.

Prepare ten ball and bat combinations.

"I know a boy who \_\_\_\_\_." (Simple Simon; Boy Blue; Peter, Peter Pumpkin Eater.)

MOVEMENT

p, b, (m)

VISIBILITY

100%

I P A SYMBOL

m

SAMPLE WORDS

milk	mother
small	jam
month	make
animal	swim

ELICITED WORDSSECONDARY SPELLINGS

thumb
column
calm

"PLAY-WAY" DESCRIPTION

The lips are shut and then open or lips shut.

NITCHIE DESCRIPTION

The lips shut.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The same formation as for "p" or "b". The lips touch lightly. The sound is emitted nasally.

EYE DRILLS

mine - fine	man - fan
mat - that	men - then

ADDITIONAL EYE DRILLSCLUE WORDS

mother  
home  
name  
farm  
cream  
milk  
Monday  
tomorrow

SENTENCES WITH CLUE WORDS

My mother came to school.  
I go home by bus.  
What is your name?  
What animals live on a farm?  
Father puts cream in his coffee.  
Cows give us milk.  
We came back to school on Monday.  
Tomorrow we are going on a trip.

SENTENCES WITHOUT CLUE WORDS



SOURCE LIST

<u>Initial</u>			<u>Medial</u>			<u>Final</u>	
<u>Level 1</u>							
man	mother	make	Christmas	summer		them	come
we	more	milk	something			am	home
may						from	name
						room	time
<u>Level 2</u>							
Mr.	meat	minutes	camp	grandmother	tomorrow	farm	
Mrs.	miles	money	small	arithmetic	family	warm	
Miss	merry	music		comes	jump	game	
mine	myself						
<u>Level 3</u>							
mail	monkey	married	army	animal	remember	climb	
meet	month	mountain	woman	smoke	number	bottom	
mud	mouth	Monday		himself		program	
						team	
<u>Level 4</u>							
mama	market	meeting	climate	America	pumpkin	bedroom	
May	meal	moving	famous	November	stamps	cream	
moon	mouse			policeman	mama	dream	
						drum	
						form	
<u>Level 5</u>							
map	marble	million	lamp	hammer	promised	auditorium	
mice	match	modern	camel	autumn	basement	bloom	
movies	member	museum		assembly	number	broom	
						seam	
<u>Level 6</u>							
mat	mining	member	salmon	settlement		atom	bomb
maid	March	midnight	smile	oatmeal		swam	lamb
motor	magazine					gum	
						gym	

HOMOPHONESDEVICES AND GAMES

Man Game - Pictures of fireman, policeman, milkman, laundry man, delivery man, etc. Present in sentences. Have the children identify the correct picture. Stories may also be used.

MOVEMENT

"a"

VISIBILITYI P A SYMBOL

a:

SAMPLE WORDS

car  
father  
park  
dark  
farm  
calm

ELICITED WORDSSECONDARY SPELLINGS

heart ah  
guard  
sergeant

"PLAY-WAY" DESCRIPTION

Open your mouth very wide.

NITCHIE DESCRIPTION

Lips relaxed and wide;  
decided downward jaw  
movement.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The tongue lies flat in the mouth and the sound is produced in the same way as short "o" except that it is prolonged.

EYE DRILLS

park-pink  
star-store  
dark-Dick  
farm-fight

ADDITIONAL EYE DRILLSCLUE WORDS

arm  
army  
farm  
far  
car  
father

SENTENCES WITH CLUE WORDS

John hurt his arm.  
Many men are in the United States Army.  
They have many cows on that farm.  
How far do you have to walk to the subway?  
I helped father wash the car.  
John's father took him to the circus.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
are	father large started	
<u>Level 2</u>		
	barn hard start	
	cars park yard	
	dark part	
	farm party	
<u>Level 3</u>		
arm	card hardly	grandma
army	farmer largest	ha
art	garden March	
	grandfather Papa	
<u>Level 4</u>		
aren't	bark farther	grandpa
	cards larger	
	mama	
<u>Level 5</u>		
articles	apart father's sharp	
	carnival garage smart	
	cart harden starting	
	charge marble yards	
	farming mark	
<u>Level 6</u>		
artist	chart harvest pardon	
	department kindergarten parties	
	guard lard scarf	
	harbor march tardy	

HOMOPHENESDEVICES AND GAMES

Write sentences on the blackboard: I went to the park. I went to a farm.  
 Say: "I went to the park. I saw many flowers." Have the child say:  
 "You saw many flowers." Say: "I went to a farm. I saw a pig." Have the  
 child say: "You saw a pig."

MOVEMENT

ē

VISIBILITYI P A SYMBOL

i:

SAMPLE WORDS

me  
she  
he  
we  
even

ELICITED WORDSSECONDARY SPELLINGS

these  
receive  
see  
believe  
key  
peeple  
machee

"PLAY-WAYS" DESCRIPTION

Smile.

NITCHIE DESCRIPTION

Lips narrow and extended.  
Noticeable jaw movement.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The lips are spread and the teeth are slightly separated. The sound is emitted through a small aperture between the upper and lower teeth.

EYE DRILLS

feed - fat      keep - cop  
read - ride      she - show

ADDITIONAL EYE DRILLSCLUE WORDS

eat  
sleep  
tree  
Easter  
people  
see

SENTENCES WITH CLUE WORDS

You may go out after you eat your lunch.  
I was so tired I went to sleep.  
The birds made a new nest in the tree.  
My father gave me a chocolate bunny for Easter.  
There were many people at the party.  
Can you see the moon?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>				<u>Final</u>	
<u>Level 1</u>						
eat	people	these			be	he
each	please	week			me	we
	read				see	tree
	teacher				three	she
<u>Level 2</u>						
eating	being	leave	keep	weeks		
even	between	leaves	meat			
evening	feed	green	piece			
	feet	sheep	real			
	received	sleep	seen			
	reading	street	trees			
<u>Level 3</u>						
Easter	asleep	really	need	teach	tea	
easy	beat	feel	pieces	team	free	
either	believe	mean	seeds	wheat	maybe	
	chief	seat	sweet	ice cream		
	deep	meet	teeth	Halloween		
<u>Level 4</u>						
east	beach	feast	peace	receive	speak	bee
	beads	heat	police	region	parakeet	coffee
	cheese	leader	queen	seal	steel	
	creek	least	reach	season	fifteen	
	dream	meal	reason	seem	meeting	
<u>Level 5</u>						
	deal	leaf	neither	seeing	eighteen	key
	dreamed	meat	peanuts	sheet	fourteen	
	freeze	needle	pleased	speed	sixteen	
	leading	Negro	scene	steam	sleepy	
		seam	secret	skis	leaving	
<u>Level 6</u>						
easier	agreed	keeper	peaches	treaty	nineteen	ski
eastern	beef	peak	steal	treated	seventeen	knee
	fever	reader	steep	weak	magazine	
	geese	peas	treat	gasoline	measles	
	keen	sheets	sweep	cleaning	scenery	

HOMOPHENESDEVICES AND GAMES

**Basketball** - Have two teams. Cut out circles. Write clue words on them. Use these words in sentences. If the child recognizes the word or sentence and can give the sentence, carry out the command or answer the question, he may put the ball through the basket. Keep score.

**Leaves** - Show two trees with clue words on the leaves. The child recognizing the clue word and repeating the sentence erases the leaf. The child having the tree with the fewest leaves wins. In spring, have clue words on paper leaves. The child touches the leaf when he gives the correct response.

MOVEMENT

ü

VISIBILITY

I P A SYMBOL

u:.

SAMPLE WORDS

truly  
July  
junior

ELICITED WORDS

SECONDARY SPELLINGS

to	juice	shoe
tr <u>ue</u>	yo <u>u</u>	
thr <u>ew</u>	mo <u>on</u>	
	ru <u>le</u>	

"PLAY-WAY" DESCRIPTION

Make a small circle with your lips.

NITCHIE DESCRIPTION

Narrow opening; not much jaw movement; puckered.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The lips are rounded as for "wh". The tongue is raised high in the back of the mouth.

EYE DRILLS

ADDITIONAL EYE DRILLS

shoe - she    threw - three  
blue - blow   school - scale  
moon - man

CLUE WORDS

moon  
June  
pool  
fruit  
blue  
food  
ruler

SENTENCES WITH CLUE WORDS

Is there really a man in the moon?  
The month after May is June.  
Did you swim in the pool?  
Every day I eat some fruit.  
In the American flag the blue stands for truth.  
To be healthy we must eat good food.  
Can you draw a straight line without using a ruler?

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTMedialFinalLevel 1

food school  
room soon

do two  
through who  
too you

Level 2

afternoon shoes  
food truly  
poor

blue

Level 3

cool group moved  
fruit move moon  
shoot

flew  
grew  
threw

Level 4

true choose June moon  
zoo July loose moving  
pool roof whom you'll

blew shoe

Level 5

bloom broom junior roots  
boots juice movies route  
schoolhouse sooner tools tooth

canoe

Level 6

bouquet fool spoon scooter  
goose rooster ruler soup  
lose rule

HOMOPHONESDEVICES AND GAMES

What Room? - Display pictures of a living room, dining room, classroom, etc. Show an isolated picture of furniture, such as a bed, and say: "What room?" The first to answer "It is the bedroom," picks up the picture and shows it to the class. Have all the children repeat the sentence.

MOVEMENT

(sh), zh, ch, j

VISIBILITY

100%

I P A SYMBOL

J

SAMPLE WORDS

ship  
shoes  
wish  
push  
splash

ELICITED WORDSSECONDARY SPELLINGS

vacation	ocean
Chicago	conscious
social	tissue
sugar	anxious

"PLAY-WAY" DESCRIPTION

Move your lips forward.

NITCHIE DESCRIPTION

Lips are thrust forward.  
The lips protrude or are  
projected.

CHILDREN'S DESCRIPTIONSOUND FORMATION

Position is similar to "s" except that the tongue is further back in the mouth and there is a greater emission of breath. Lips are rounded and slightly protruded.

EYE DRILLS

wish - with	she - bee
shoe - moo	shine - mine
show - bow	

ADDITIONAL EYE DRILLSCLUE WORDS

shine  
ship  
vacation  
fishing  
push  
finish

SENTENCES WITH CLUE WORDS

Shine your shoes.  
People came to America in ships.  
In the summertime we have a long vacation.  
My father went fishing and caught three fish.  
When we walk down stairs, we should not push.  
Did you finish your work before the bell rang?

SENTENCES WITHOUT CLUE WORDS



SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
should sure		wish
<u>Level 2</u>		
shall shoes sheep shot ship show	dishes finished fishing	vacation  fish wash
<u>Level 3</u>		
shoot short showed	sugar  education machine ocean	station  English
<u>Level 4</u>		
shipping shirt shoe shop	shore shut  wished association bushes constitution washed	brush dish finish fresh push
<u>Level 5</u>		
	addition attention appreciate examination population position	
<u>Level 6</u>		
shadow shape sheets shelter shine	shook shoulder shovel showing	anxious ancient ashes rushed social demolished information machinery plantation transportation worshipped invitation protection wishes goldfish rush

HOMOPHONESDEVICES AND GAMES

Down You Go - Put some standing paper dolls on each child's desk. Ask simple questions using a word containing a sound which you have taught. If a child doesn't know the answer, a doll goes down. The child with the last standing doll is the winner.

Examples; Do people need shelter?  
Is the ocean larger than a lake?  
Are all shoes black?

MOVEMENT

sh, (zh), ch, j

VISIBILITY

100%

I P A SYMBOL

z

SAMPLE WORDS

This sound is found only  
in secondary spelling.

ELICITED WORDSSECONDARY SPELLINGS

azure  
pleasure  
garage

"PLAY-WAY" DESCRIPTION

Move your lips forward.

NITCHIE DESCRIPTION

Lips are thrust forward.  
The lips protrude or are projected.

CHILDREN'S DESCRIPTIONSOUND FORMATION

Voiced sound having the same formation as "sh".

EYE DRILLS

rouge - roof

ADDITIONAL EYE DRILLSCLUE WORDS

division  
television

treasure

measured  
leisure  
garage

SENTENCES WITH CLUE WORDS

In arithmetic we learn to do long division.  
When I finish my homework I like to watch television.  
Captain Kidd buried some of his treasure on Long Island.  
I was fifty inches tall when I was measured.  
I like to read when I have leisure time.  
We park our car in a garage.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTInitialMedialFinalLevel 1Level 2Level 3Level 4

television

Level 5

treasure

garage

Level 6HOMOPHENESDEVICES AND GAMESHow Do We Measure?

Show a chart with different units of measurement on it. (feet, inches, quarts, miles, etc.) Ask the question, "How do we measure how tall we are?" An acceptable answer will be "either in inches or feet."

Things We Measure

milk  
money  
height  
weight  
rooms  
food

Treasure Game

Show an outline of a treasure chest drawn with items in it. Ask questions about the items and have the children identify them.

MOVEMENT

sh, zh, (ch), j

VISIBILITY

100%

I P A SYMBOL

tj

SAMPLE WORDS

chair  
church  
teacher  
March  
chalk  
much  
kitchen

ELICITED WORDSSECONDARY SPELLINGS

picture  
pitcher

"PLAY-WAY" DESCRIPTION

Move your lips forward.

NITCHIE DESCRIPTION

Lips are thrust forward.  
The lips protrude or are  
projected.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The position of the tongue is the same as for  
"sh" except that the tip of the tongue is behind  
the upper teeth as for "t".

EYE DRILLS

chief - thief      chair - fair  
chalk - walk      chain - pain

ADDITIONAL EYE DRILLSCLUE WORDS

children  
teacher  
lunch  
beach  
watch  
March  
chief  
chart

SENTENCES WITH CLUE WORDS

There are ten children in this room.  
Who is your teacher?  
At what time do we go to lunch?  
I like to go swimming at the beach.  
Do you like to watch television?  
It is very windy in March.  
The leader of a tribe of Indians is called a chief.  
Where is the verb chart in this room?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
children	teacher kitchen	each much which
<u>Level 2</u>		
church	picture	catch church lunch such watch
<u>Level 3</u>		
chair chicken chief child	inches kitchen teacher's	March porch teach
<u>Level 4</u>		
chance change cheese chimney	choose branches question handkerchief watched	beach bunch inch reach
<u>Level 5</u>		
chain charge chose cheer	chest chase matches watches reached peaches	catcher pitcher match ranch speech touch French Dutch
<u>Level 6</u>		
chalk chart chasing check	cherry chocolate chosen mischief	bench branch ditch march scratch search witch

HOMOPHONESDEVICES AND GAMES

Ask the class, "Which you would rather have: an ice cream cone or a lemon?; - a piece of coal or a piece of a diamond; - homework or no work?" Pair a desirable choice with an undesirable choice.

Foods - Say, "What could we have for lunch?" Have the children respond with the names of different kinds of food.

Use the foods suggested as clue words for additional sentences.

MOVEMENT

sh, zh, ch, (j)

VISIBILITY

100%

I P A SYMBOLd<sub>3</sub>SAMPLE WORDS

jump  
June  
jar  
Jack

ELICITED WORDSSECONDARY SPELLINGS

large  
soldier  
gym  
edge

"PLAY-WAY" DESCRIPTION

Move your lips forward.

NITCHIE DESCRIPTION

Lips are thrust forward,  
The lips protrude or are  
projected

CHILDREN'S DESCRIPTIONSOUND FORMATION

Voiced sound having the same formation as "ch".

EYE DRILLS

jump - bump    jack - back  
jail - mail    just - must  
jar - far

ADDITIONAL EYE DRILLSCLUE WORDS

bridge  
July  
juice  
page  
gym  
cage  
job

SENTENCES WITH CLUE WORDS

James lives near the Brooklyn Bridge.  
Our summer vacation will begin in July.  
Every morning I have orange juice for breakfast.  
Turn to page 23.  
We play basketball in the gym.  
At the zoo the lion is kept in a cage.  
I hope you get a good job when you grow up.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
just		large
<u>Level 2</u>		
jump	changed	cage
jumped	larger	
<u>Level 3</u>		
gym	enjoy	orange
geography	enjoyed	bridge
juice	largest	village
job	soldiers	badge
<u>Level 4</u>		
January	joy	college
general	June	change
germs	July	package
		page
<u>Level 5</u>		
giant	jar	cabbage
jack-o-lantern	juice	edge
jail	junior	language
jungle	joined	huge
	jolly	
	journey	
<u>Level 6</u>		
generally	jet	energy
gymnasium	join	pages
jacks	joke	project
jelly	judge	enjoying
		vegetable
		object
		pajamas
		carriage
		cottage
		message
		manage
		judge

HOMOPHENESDEVICES AND GAMES

Ask the class, "Which is larger - an ape or a monkey?" Repeat using very small and very large items for contrast.

Use sentences containing the names of important local bridges. The child responds with the name of the bridge.

MOVEMENT

(s), z

VISIBILITY

50%

I P A SYMBOL

s

SAMPLE WORDS

spring  
sister  
seven  
hospital  
famous

ELICITED WORDSSECONDARY SPELLINGS

city  
science  
miss  
psychology

"PLAY-WAY" DESCRIPTION

Put your teeth together.

NITCHIE DESCRIPTION

Teeth are close together.  
Lips are back slightly  
and are narrow. Lips are  
extended and straight.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The tip of the tongue is raised toward the upper gum. The sides of the tongue are in contact with the upper side teeth. Breath passes through the narrow groove of the tongue over the tip of the tongue. No breath should escape at the sides of the mouth.

EYE DRILLS

sat - fat      say - may  
said - bed     sand - band  
saw - paw

ADDITIONAL EYE DRILLSCLUE WORDS

Saturday  
subway  
baseball  
bicycle  
grass  
ice cream

SENTENCES WITH CLUE WORDS

We do not have school on Saturday.  
I come to school on the subway every day.  
During the summer, the boys like to play baseball.  
My mother bought me a bicycle.  
When we went to the park, we rolled in the grass.  
Last night we had strawberry ice cream.


SENTENCES WITHOUT CLUE WORDS



SOURCE LIST

<u>Initial</u>			<u>Medial</u>			<u>Final</u>	
<u>Level 1</u>							
snow	school	something	Christmas	next	just	house	this
said	started	Santa	asked	most	last	place	us
see	summer		first	must		once	its
soon	sister		best	also		nice	
<u>Level 2</u>							
Saturday	same	sent	interesting	lost		across	dress
seven	sat		answer	rest		piece	guess
sea	sit		outside	fast		class	horse
second	seen		myself	horses		grass	likes
			person	bicycle		makes	ice
							minutes
							face
<u>Level 3</u>							
skating	center		baseball	basket		address	states
straight	song		discovered	fixed		business	glass
surprise	silk		hospital	pieces		thanks	gas
several	cities		dressed	cost		tricks	fox
squirrel	station		excuse	inside		fence	office
<u>Level 4</u>							
square	science		constitution	receive		fireplace	police
subway	circus		downstairs	dust		famous	voice
silver	sailed		association	castle		practice	bus
swing	slippers		dancing	western		peace	mouse
storm	citizen		industry	lonesome		stamps	nurse
<u>Level 5</u>							
safety	circle		basement	officer		distance	boots
speech	sunshine		assembly	crossing		congress	lace
scene	studies		research	pasture		dangerous	roots
straw	sidewalk		whistle	contest		lettuce	juice
stage	sweater		grocery	chest		peanuts	grapes
<u>Level 6</u>							
September	smile	sweep	August	eastern		anxious	tax
streetcar	service	signal	transportation	wrist		commerce	niece
century	simple		message	taste		happiness	geese
sailor	slave		costume	burst		walrus	price
			chasing	artist		boss	worse

HOMOPHONESDEVICES AND GAMES

 e Cream Game - List the common ice cream flavors. Give sentences containing flavor words. Have the children identify and repeat the names of the flavors.

MOVEMENT

s, (z)

VISIBILITY

50%

I P A SYMBOL

z

SAMPLE WORDS

prize  
zebra  
zoo  
citizen  
magazine

ELICITED WORDSSECONDARY SPELLINGS

his-  
lose  
horses

"PLAY-WAY" DESCRIPTION

Put your teeth together

NITCHIE DESCRIPTION

Teeth are close together.  
Lips are back slightly and  
are narrow. Lips are ex-  
tended and straight.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This is a voiced sound having the same  
formation as "s". There is less pressure against  
the gums than for "s".

EYE DRILLS

zoo - shoe  
these - them  
his - him

ADDITIONAL EYE DRILLSCLUE WORDS

zebra  
zoo  
president  
  
frozen  
windows  
puppies

SENTENCES WITH CLUE WORDS

The children saw a zebra at the zoo.  
Many animals live in the zoo.  
George Washington was the first president  
of the United States.  
We went skating on the lake. It was frozen.  
It was very warm, so we opened all the windows.  
Jane's dog had five puppies.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>		
<u>Level 1</u>		always because as boys close	girls has his is please	these things was years
<u>Level 2</u>	cousin houses music isn't	used visit wasn't	pictures windows flowers leaves	apples horses games birds hands miles
			clothes lives comes goes plays	does dishes toys cows
<u>Level 3</u>	business president supposed thousand	Thursday desert doesn't easy	buildings countries vegetables stockings potatoes	babies inches excuse stairs cities
		busy	nose ears news lines noise	chickens boxes hours lessons dollars
<u>Level 4</u>	zoo	Wednesday newspaper pleasant citizen disease visited	Tuesday closed raised reason season roses	beads cards cheese whose prize
			colonies cookies branches besides glasses	gloves beans pounds germs size
<u>Level 5</u>	examination husband pleased position	caused easily hasn't using	numbers matches members berries pilgrims	knows chose twins tries flies
			frozen movies museum freeze lazy	articles
<u>Level 6</u>	gymnasium magazine scissors musical measles	visitor raising prison chosen closet	sandwiches supplies tomatoes weapons	puppies groceries bubbles cherries carries
			calves ponies bodies knives wolves froze	

HOMOPHONESDEVICES AND GAMES

Game - A variety of games can be devised depicting animals in the zoo.

<u>MOVEMENT</u>	<u>VISIBILITY</u>	<u>I P A SYMBOL</u>
ô		3:
<u>SAMPLE WORDS</u>	<u>ELICITED WORDS</u>	<u>SECONDARY SPELLINGS</u>
born store corner morning fork		<u>a</u> ll <u>s</u> aw <u>c</u> aught <u>c</u> ough <u>w</u> arm <u>d</u> oor
<u>"PLAY-WAY" DESCRIPTION</u>	<u>NITCHIE DESCRIPTION</u>	<u>CHILDREN'S DESCRIPTION</u>
Move lips forward and drop your jaw.	Wide opening; decided down jaw movement; puckered.	
<u>SOUND FORMATION</u>		
The lips are slightly rounded and protruded. The corners of the mouth are drawn close together and the lips form a fairly large opening.		
<u>EYE DRILLS</u>	<u>ADDITIONAL EYE DRILLS</u>	
short - shoot      bought - bat wall - wheel      talk - took ball - bell      saw - see		
<u>CLUE WORDS</u>	<u>SENTENCES WITH CLUE WORDS</u>	
autumn auto ball warm door straw	Leaves turn many different colors in autumn. We are going for a ride in our auto. The children are playing ball in the yard. In June it begins to get warm. Someone is knocking at the door. John drank his soda through a straw.	
<u>SENTENCES WITHOUT CLUE WORDS</u>		

SOURCE LIST

<u>Initial</u>	<u>Medial</u> *	<u>Final</u>
<u>Level 1</u>		
all	ball door more	saw
also	called for	
always	morning four	
or		
<u>Level 2</u>		
	born corn story	
	bought fall walked	
	brought horse warm	
	call important floor	
	caught small store	
		war
<u>Level 3</u>		
all right	strong board fourth short	draw
already	talk cloth hall stories	law
although	tall corner north	
awful	taught course porch	
	wall doors report	
<u>Level 4</u>		
automobile	broadcast form northern	
ore	cause fort storm	
	court forty wrong	
	drawing fought wore	
	falls horn	
<u>Level 5</u>		
auditorium	blackboard fourteen sore	straw
autumn	calling quarter	
orchestra	caused sort	
ought	formed sport	
	forth nor	
<u>Level 6</u>		
August	chalk haunted pour	raw
author	chores lawn score	
auto	drawn naughty tore	
awfully	forced sword	
	fork torn	

HOMOPHONESDEVICES AND GAMES

Which Store? - Describe an article to be purchased. Have the children tell the name of the store where it could be bought. Pictures of the store should be used.

MOVEMENT

ou (ä ü)

VISIBILITYI P A SYMBOLä  
üSAMPLE WORDSELICITED WORDSSECONDARY SPELLINGSfound  
house  
mouth  
loud

OOW

"PLAY-WAY" DESCRIPTIONNITCHIE DESCRIPTIONCHILDREN'S DESCRIPTION

Open your mouth wide and then  
make a small circle with your  
lips.

Lips relax and are open; then  
lips come closer and forward.

SOUND FORMATION

This sound begins with ä and glides to ü.  
The ä is long and the ü is shortened.

EYE DRILLSADDITIONAL EYE DRILLS

found - find	cow - car
clown - clean	mouse - mice
out - at	shout - shut

CLUE WORDSSENTENCES WITH CLUE WORDSout  
ourounces  
clown  
south  
mouse  
cow  
how

At three o'clock, I am going out.  
Should we wear our rubbers when the sun is  
shining?  
A pound has sixteen ounces.  
At the circus we saw a funny clown.  
In the fall the birds fly south.  
The cat ran after the mouse.  
Milk and cream come from cows.  
Do you know how to play football?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
our out	about, around, down, found house, town	how now
<u>Level 2</u>		
hour outside	brown, cows, houses	cow
<u>Level 3</u>		
hours	cowboy, flower, mountain, power, round, south, thousand	
<u>Level 4</u>		
ours outdoors	amount, loud, mouse, pounds proud, sound	bow
<u>Level 5</u>		
	allowed, aloud, clown, crowd, flour, pound, powder, scout, school house	
<u>Level 6</u>		
ourselves	account, crowded, grounds, noun, towel	plow

HOMOPHENESDEVICES AND GAMES

Make a flower chart. Use sentences describing about five to ten familiar flowers. Have the children identify the picture and the name of the flower.

MOVEMENTVISIBILITYI P A SYMBOL

a

æ

SAMPLE WORDS

cat  
dad  
man  
sand  
apple

ELICITED WORDSSECONDARY SPELLINGS

laugh

"PLAY-WAY" DESCRIPTION

Open your mouth wide and let  
the sides go back.

NITCHIE DESCRIPTION

Opening is wide; jaw moves  
downward a lot.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The formation is similar to that for "e", but  
the mouth opening is wider.

EYE DRILLS

hat - how	man - moon
sad - seed	fat - foot
bad - bead	ran - read
	fat - feed

ADDITIONAL EYE DRILLSCLUE WORDS

lamb  
hand  
nap  
lamp  
add  
salad

SENTENCES WITH CLUE WORDS

Mary had a little lamb.  
We wash our hands before we eat.  
Do you still take a nap?  
Please light the lamp.  
Have you learned how to add and subtract?  
We made a salad with tomatoes and lettuce.

SENTENCES WITHOUT CLUE WORDS.



SOURCE LISTInitialMedialLevel 1

after as  
am asked  
an at

daddy have Santa Claus  
had last that  
happy man  
has ran

Level 2

afternoon  
answer  
apple  
ask

bad class hand sat  
began family happened Saturday  
camp fast hat wagon  
candy fat land  
catch grass rabbit

Level 3

animal  
answered

bag captain grandma plan  
band cattle mad rat  
bank dance master sand  
bath gas pass travel  
cap glass valentine

Level 4

act  
add

bat dancing hang pants  
American castle pan handkerchief  
battle faster January practice  
branches grandpa matter sad  
capital hamster package sang  
valley

Level 5

absent  
accident  
arrow  
asking

barrier imagine marry ranch  
camel ladder match slacks  
candle lamp narrow tag  
bad gather map planting  
factory man path wagged

Level 6

afterwards avenue  
ant average  
ashes axe  
atom  
attic

bags calves firecrackers mat  
bang capture flashlight magazine  
barrel dam gasoline palace  
branch drank jacks saddle  
cabinet fact lad sandy

HOMOPHENESDEVICES AND GAMES

**Apples on a Tree.** - Clue words are written on paper cutouts of apples. The child who gives the correct response may "pick" the apple.

**d Game** - Put your hand on your head, John. Clasp your hands, Joan. Shake hands with me, Albert.

MOVEMENT

oi (ôï or ôē)

VISIBILITYI P A SYMBOL

oi

SAMPLE WORDS

noise  
oil  
point  
choice  
boil

ELICITED WORDSSECONDARY SPELLINGS

boy

"PLAY-WAY" DESCRIPTION

Move your lips forward dropping your jaw, and then let the lips come back to a small opening.

NITCHIE DESCRIPTION

Lips are forward and wide; then lips relax and come closer.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This sound begins with ô and glides to "i".

EYE DRILLS

boy - bow      soil - seal  
toy - two      point - paint

ADDITIONAL EYE DRILLSCLUE WORDS

oil  
noise  
boil  
point  
choice  
boy

SENTENCES WITH CLUE WORDS

A car uses both gas and oil.  
Stop that noise or you'll wake the baby.  
Can you boil water without burning it?  
Does your pencil have a sharp point?  
The girls may have the first choice.  
Are you a member of the Boy Scouts?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
	boys	boy
<u>Level 2</u>		
	toys	
<u>Level 3</u>		
oil	enjoyed noise	enjoy toy
<u>Level 4</u>		
	point soil voice	joy
<u>Level 5</u>		
	joined	
<u>Level 6</u>		
	disappointed enjoying join poison	

HOMOPHENESDEVICES AND GAMES

Toys - Describe some toys. Have the children tell which one you are describing.

Boys - "I'm thinking of a boy with \_\_\_\_\_."

"I'm thinking of a boy who \_\_\_\_\_."

MOVEMENTā (e*fi* or e*fē*)VISIBILITYI P A SYMBOLe*ri*SAMPLE WORDS

radio  
paper  
baby  
vacation

ELICITED WORDSSECONDARY SPELLINGS

rain	<u>eight</u>
play	<u>gauge</u>
they	<u>came</u>
great	
<u>vein</u>	

"PLAY-WAY" DESCRIPTION

Move your lips backward a little, and then let them come forward a little.

NITCHIE DESCRIPTION

Lips back slightly with medium opening; then lips relax and come closer.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This sound begins with the tongue slightly lower than for "i" and glides to ē.

EYE DRILLS

shape - sharp	may - me
bake - big	lake - lick
ate - eat	day - do

ADDITIONAL EYE DRILLSCLUE WORDS

ate  
table  
  
make  
baseball  
birthday  
they

SENTENCES WITH CLUE WORDS

We ate our lunch in the park.  
It is time for dinner. Please set the table.  
What did you make for Mother?  
We played baseball in the gym.  
Mother gave me a birthday party.  
They are watching the firemen.

SENTENCES WITHOUT CLUE WORDS.

SOURCE LISTInitialMedialFinalLevel 1

baby	great	played	day	way
came	made	take	play	
days	make		say	
gave	name		they	
grade	place		today	

Level 2

ate	afraid	later	rain	train	birthday
eight	cake	making	same	wait	may
	face	named	state	taken	stay
	game	paper	stayed	vacation	
	lake	playing	table		

Level 3

able	cage	paint	baseball	anyway	pay
age	cave	radio	education	clay	sleigh
April	mail	snake	potatoes	gray	
	race	states	station	hay	
	tail	maybe	straight	lay	

Level 4

brave	fireplace	grain	parade	save	subway
break	greatest	laid	placed		
case	railroad	mail	plane		
change	reindeer	page	rayon		
famous	newspaper	paid	safe		

Level 5

eighteen	appreciate	chain	lace	plate	trail	gay
eighth	celebrate	chase	lazy	sail	wake	holiday
	examination	danger	located	sale	cane	
	neighbor	gate	pail	shake	rainy	
	population	jail	plain	stage		

Level 6

eighty	bake	daily	space	decorate	gymnasium	weigh
	date	favor	failed	explain		bay
	navy	oasis	native	tomatoes		obey
	wave	paste	stable	playmates		
	tame	shape	whale	invitation		

HOMOPHONESDEVICES AND GAMES

**Mailbox** - Write clue words on small cards. The child who guesses the correct word mails the clue word card in the improvised "mailbox".

MOVEMENT

e

VISIBILITYI P A SYMBOL

er

SAMPLE WORDS

bell  
sell  
red  
leg  
test

ELICITED WORDSSECONDARY SPELLING

bread  
said  
any  
friend  
guest

"PLAY-WAY" DESCRIPTION

Move your lips back a little

NITCHIE DESCRIPTION

Lips drawn back with  
opening medium. Slight  
downward movement of the  
jaw.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The tongue is slightly lower than for "i".  
The lips are very slightly spread.

EYE DRILLS

fell - fall      bell - ball  
wet - wait      mess - mouse  
red - rain

ADDITIONAL EYE DRILLSCLUE WORDS

bell  
pennies  
egg  
help

elephant  
ten

SENTENCES WITH CLUE WORDS

At what time does the lunch bell ring?  
Mother gave John three pennies.  
For breakfast you should eat an egg.  
Do you help your mother with the dishes after  
supper?  
At the zoo we saw two baby elephants.  
I have ten cents for ice cream.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTInitialMedialLevel 1

ny	many	bed	tell	men	them	red
very	letter	help	better	went	next	best
	said	friend	then	read	get	
	when	never	well	next	let	

Level 2

nything	bread	head	kept	left	letters	pet	present
ggs	ready	rest	says	second	send	seven	sled
nd	spelling	ten	yes	weather	yet	together	yesterday

Level 3

nyway	address	breakfast	December	electric	February	fence	leg
ducation	cents	desk	dressed	felt	forget	hello	telephone
gg	nest	pen	pencil	president	sell	sending	
lephant	tells	test's	twelve	west	twenty	remember	

Level 4

nyone	American	general	sentence	November	themselves	tent
ngine	ahead	bedroom	celler	eleven	settled	fed
xpect	spell	slept	steps	terrible	Wednesday	hotel
	western	whether	pleasant			

Level 5

nybody	attention	friendly	healthy	leather	herself	tread
edge	berries	chest	contest	fellow	sweater	smell
empty	selling	separate	seventh	spread	secretary	belt
entered	welcome	treasure	necessary	questions	pleasure	less
everywhere						

Level 6

anywhere	message	nephew	medicine	seventeen	check	settle
enemies	beg	bench	breath	cement	section	direction
energy	deck	net	record	sent	decorate	correct
exercise	umbrella	vegetable	member	September	cherries	tennis
explain						

ONOMOPHONESDEVICES AND GAMES

**Names of States** - Give sentences using the names of States that have the "e" sound; e.g., Tennessee, Delaware, West Virginia, Texas, Connecticut, Pennsylvania, etc. A child responds by giving the sentence and/or pointing to the state on a political map.

**Pictures of Articles of Clothing and Accessories** - Describe the various articles. Have the children select the pictures, identify the articles, or write the names of the articles on the board; e.g., dress, belt, sweater, vest, necklace, leggings, umbrella, etc.

MOVEMENT

~ (t e o)

VISIBILITYI P A SYMBOL

eo

SAMPLE WORDS

This sound is found only  
in secondary spelling

ELICITED WORDSSECONDARY SPELLINGS

pair  
bear  
care  
where  
their

"PLAY-WAY" DESCRIPTION

Move your lips way back,  
dropping your jaw a little

NITCHIE DESCRIPTION

The space is medium; then  
lips go back and jaw goes  
down.

CHILDREN'S DESCRIPTISOUND FORMATION

This sound begins with "e" and ends with "u".

EYE DRILLS

tear - tore	where - were
fairy - furry	pair - pie
hair - hear	care - car

ADDITIONAL EYE DRILLSCLUE WORDS

hair  
pear  
  
airplane  
  
bears  
chair  
fairy

SENTENCES WITH CLUE WORDS

I went to the barber to get my hair cut.  
There are two trees in the yard, an apple tree  
and a pear tree.  
A new speed record was made by the jet  
airplane.  
Goldilocks visited the three bears.  
Goldilocks broke the smallest chair.  
Cinderella was helped by her fairy godmother.

SENTENCES WITHOUT CLUE WORDS



SOURCE LISTInitialMedial \*Level 1

their  
there  
where

Level 2

airplane

careful    bear    where  
             care    wear  
             hair  
             pair

Level 3

bears    chair  
scared   fair  
stairs

Level 4

there's    square  
upstairs

Level 5

airport

dairy    everywhere  
          saare

Level 6

area

carefully   anywhere  
fairies       bare  
therefore    tear  
they're

HOMOPHONESDEVICES AND GAMES

Pairs - Say, "I'm going to talk about things which come in pairs. If you get the correct answer you may put the picture in the pocket chart."

Dairy Products - Display a chart showing dairy foods. Talk about them; e.g., nutrition, etc. Ask the children to identify specific products. Commercially distributed charts may be used.

\*See note at foot of page 85.

MOVEMENT

(t), d, n

VISIBILITY

50%

I P A SYMBOL

t

SAMPLE WORDS

top  
time  
little  
water  
cat  
night

ELICITED WORDSSECONDARY SPELLINGS

looked  
Thomas

"PLAY-WAY" DESCRIPTION

Put your tongue behind your  
upper teeth

NITCHIE DESCRIPTION

Flat tip of tongue to or  
from upper gum behind  
upper teeth.

CHILDREN'S DESCRIPTIVESOUND FORMATION

Place the tip of the tongue lightly behind the upper  
teeth. Bring the tongue down quickly with a short,  
sharp expulsion of breath. (The sides of the tongue  
should touch the upper teeth.)

EYE DRILLS

top - shop  
cat - cap  
two - shoe

ADDITIONAL EYE DRILLSCLUE WORDS

teeth  
teacher  
  
letter  
  
city  
paint  
washed

SENTENCES WITH CLUE WORDS

Brush your teeth every day.  
When I was a little girl, I wanted to be a  
teacher.  
When Richard was sick, the class sent him a  
letter.  
We live in a big city.  
We have blue, green and red paint.  
Today Josie washed the blackboard.

SENTENCES WITHOUT CLUE WORDS

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
acher me day to ee	after little pretty sister water	best cat night first white
<u>Level 2</u>		
able en morrow ys	train trip try  afternoon beautiful city Saturday store	street party  boat coat eight fat hit
<u>Level 3</u>		
ail alk telephone eam	twelve twenty teeth toy  butter doctor fifty football kitten	hot light rabbit finished jumped  basket elephant fruit paint president
<u>Level 4</u>		
ie elelevision rue uesday wice	tent trunk terrible  automobile basketball bottle capital fifteen forty	biggest cooked kite dirt point bat
<u>Level 5</u>		
ooth obacco wins reasure ypewriter	tunnel tag  thirteen distance eighteen electricity exerting	factory (ies) stamp straw quarter safety secretary
<u>Level 6</u>		
tank tax temperature twenty-five	tear tar tennis  artist atom character committee community eighty	liberty October property seventeen steal vegetable
		polit baked chocolate date float honest

ONOMOPHONESDEVICES AND GAMES

Time Games - Ask the following question: "At what time do we \_\_\_\_\_?"  
The children may adjust the hands of a toy clock to indicate their comprehension.

Train Games - Set up two teams representing two trains. Each track should have ten trestles. A correct response moves a train one trestle along the track.

MOVEMENT

t, (d), n.

VISIBILITY

50%

I. P. A. SYMBOLSAMPLE WORDS

desk  
do  
Monday  
Indian  
food

ELICITED WORDSSECONDARY SPELLINGS"PLAY-WAY" DESCRIPTION

Put your tongue behind your  
upper teeth

NITCHIE DESCRIPTION

Flat tip of tongue to or  
from upper gum behind  
upper teeth

CHILDREN'S DESCRIPTIONSOUND FORMATION

A voiced sound having the same formation as  
"t". There is less pressure for "d" than  
for "t".

EYE DRILLS

done - fun  
day - pay  
door - more

ADDITIONAL EYE DRILLSCLUE WORDS

dinner  
dollars  
children  
birthday  
played  
good

SENTENCES WITH CLUE WORDS

I ate fish for dinner yesterday.  
My new dress cost ten dollars.  
There are ten children in our class.  
When is your birthday?  
Yesterday we played a lipreading game.  
Last week we went on a trip. We had a good  
time.

SENTENCES WITHOUT CLUE WORDS

CE LIST

<u>Initial</u>		<u>Medial</u>		<u>Final</u>
<u>1 1</u>				
down do		children today		bed cold friend good made old played red
<u>1 2</u>				
drink		birthday building Friday grandmother hundred	reading Saturday Sunday body candy	bird bread hand head sled tired food
<u>1 3</u>				
draw duck drive		address garden good-by Indian lady	middle Monday radio soldiers Thursday	colored island mud painted sand thousand build card
<u>1 4</u>				
dream downstairs dust die		bedroom cards industry leader	Tuesday United States wooden	add blood flood loud paid parade planted
<u>1 5</u>				
driving divided		accident addition auditorium freedom holiday	modern needle powder sidewalk candle	blackboard cloud husband elected joined pound thread understand
<u>1 6</u>				
diving direction decorate		calendar medicine model oldest wedding kindergarten		aid crowded fond haunted liquid neighborhood record solid adopted guard

OPHENESICES AND GAMES

**Birthday Cake** - The teacher divides the class into two teams to compete in  
 in, les on two birthday cakes. She gives sentences using words of the  
 on, child identifies the sentence he may put a candle on his teams'  
 . The team having the brightest cake wins.

MOVEMENT

t, d, (n)

VISIBILITY

50%

I P A SYMBOL

n

SAMPLE WORDS

animal  
mine  
run  
morning

ELICITED WORDSSECONDARY SPELLINGS

knew  
pneumonia

"PLAY-WAY" DESCRIPTION

Put your tongue behind  
your upper teeth.

NITCHIE DESCRIPTION

Flat tip of tongue to or  
from upper gum behind  
upper teeth.

CHILDREN'S DESCRIPTIONSOUND FORMATION

Place the tip of the tongue behind the upper  
teeth as for "t" and "d". The sound is emitted  
nasally as the tongue rests in position.

EYE DRILLS

new - few  
man - map  
night - fight

ADDITIONAL EYE DRILLSCLUE WORDS

noon  
know  
enough  
countries

when  
Indian

SENTENCES WITH CLUE WORDS

We eat our lunch at noon.  
Do you know how to swim?  
There are not enough books for everybody.  
Brazil and Argentina are countries in South  
America.  
When were you born?  
Our class saw an Indian Village at the Museum.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>		<u>Medial</u>		<u>Final</u>	
<u>Level 1</u>					
name	know	find		children	run
new		friend		fun	when
night		morning		man	
rice		want		one	
<u>Level 2</u>					
near		afternoon	funny	airplane	green
nine		aunt	grandmother	born	gun
nothing		candy	hands	brown	seven
knew		dinner	hundred	clean	ten
		enough	minutes	corn	train
		evening	money		vacation
		finished	second		
<u>Level 3</u>					
neck	nose	animal	Monday	twenty	chicken
nest	number	cents	months		station
news		countries	picnic	garden	valentine
noon		inches	tonight	Indian	skin
				ocean	
<u>Level 4</u>					
nail	knock	change	pounds	American	horn
newspaper		constitution	principal	Association	noon
November		January	science	bone	policeman
nurse		lonesome	Wednesday	citizen	queen
nylon		piano		eleven	television
				foreign	win
				grain	
<u>Level 5</u>					
narrow	nickel	absent	penny	count	burn
nation	nut	accident	ranch	joined	eighteen
national	knows	husband	canoe	painting	examination
neighbor		journey	carnival		modern
					postman
					balloon
					million
<u>Level 6</u>					
nap	nineteen	ancient	enemy	scenery	apron
native	noun	avenue	engineer		magazine
naughty	knew	calendar	governor		medicine
navy	knee	canal	gymnasium		poison
neighborhood		century	prince		seventeen
					tan
					vine
					wine

HOMOPHONESDEVICES AND GAMES

Names - I'm thinking of a (boy, girl, man, etc.) whose name begins with \_\_\_\_\_.

Games of Activities - Can you find a girl jumping rope? etc.

MOVEMENT

(w), hw or wh

VISIBILITY

100%

I P A SYMBOL

w

SAMPLE WORDS

wash  
window  
walk  
water  
Wednesday  
watch  
wagon

ELICITED WORDSSECONDARY SPELLING

queen

"PLAY-WAY" DESCRIPTION

Pretend to whistle.

NITCHIE DESCRIPTION

Lips forward, puckered,  
wrinkled and rounded.

CHILDREN'S DESCRIPSOUND FORMATION

A voiced sound with the same lip and tongue  
position as for "wh".

EYE DRILLS

wet - met	wait-mate	we-she
we - bee	wear-fair	
way - day	will-fill	

ADDITIONAL EYE DRILLSCLUE WORDS

flowers  
away  
water  
wool  
wood

SENTENCES WITH CLUE WORDS

In the spring the flowers are very pretty.  
In the summer we go away for a vacation.  
Fish live in water.  
The sheep gives us wool.  
Many things are made of wood.

SENTENCES WITHOUT CLUE WORDS



SOURCE LIST

<u>Initial</u>			<u>Medial</u>	
<u>Level 1</u>				
wanted	week	wish	always	
we	was	with	away	
with	went			
want	water			
<u>Level 2</u>				
wagon	wait	water	between	
warm	wash	winter	flowers	
wind	window	war	swimming	
	walk	wear	quite	
		wood		
<u>Level 3</u>				
waiting	wife	worked	flower	twelve
wall	won		swept	quickly
wet	wonderful		twenty	
wide	word		swim	
<u>Level 4</u>				
waited	watched		subway	quick
wished	wool		swing	quiet
washed	Wednesday		twice	quit
wooden	wore		queen	
	win			
<u>Level 5</u>				
wagged	worm		sidewalk	queer
wolf	weight		sweater	question
washing	wing		twine	quietly
wishing	wire		quarter	
wake				
<u>Level 6</u>				
waste	witch		awake	
windmill	weighed		forward	
wave	wolves		swam	
wine	worry		sweep	
weak				

HOMOPHENESDEVICES AND GAMES

Say, "I am going to talk about things which can be blown. Tell me what I am talking about. I blow out candles on a birthday cake. I blow out a match for my father. I blow up a balloon. I blow a horn for New Year's Eve. I blow the dust off my desk. I blow the toy boat. I blow a whistle. etc...."

MOVEMENT

(hw or wh), w

VISIBILITY

100%

I P A SYMBOL

m

SAMPLE WORDS

white  
whistle  
wheel  
whale  
whiskers

ELICITED WORDSSECONDARY SPELLINGS"PLAY-WAY" DESCRIPTION

Pretend to whistle.

NITCHIE DESCRIPTION

Lips forward, puckered,  
wrinkled and rounded.

CHILDREN'S DESCRIPTIONSOUND FORMATION

A short emission of breath passes through  
rounded lips. The back of the tongue is  
slightly raised.

EYE DRILLS

where - bear	whale - tail
when - men	why - pie
white - bite	wheel - feel

ADDITIONAL EYE DRILLSCLUE WORDS

wheel  
white  
where  
what  
which  
whistle

SENTENCES WITH CLUE WORDS

Tell me some things that have wheels.  
This piece of chalk is white.  
I am looking for my coat. Where is it?  
My eyes are brown. What color are yours?  
Which pencil is yours?  
When the kettle boils it will whistle.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTInitialLevel 1

white  
what  
when

Level 2

where  
why  
while  
which

Level 3

wheat

Level 4

wheel  
whether

Level 5

whistle  
whistling

Level 6

whale  
what's  
whip

HOMOPHENESDEVICES AND GAMES

Tell some short detailed stories and after each one ask the questions - Where?  
When? Why? Which? What?

MOVEMENT

r

VISIBILITY

50%

I P A SYMBOL

i

SAMPLE WORDS

run  
red  
rich  
forgot  
remember

ELICITED WORDS

SECONDARY SPELLINGS

wrong

"PLAY-WAY" DESCRIPTION

Lips move forward a little  
and go back at the sides.

NITCHIE DESCRIPTION

Puckered corners. Lips  
are drawn together.

CHILDREN'S DESCRIPTION

SOUND FORMATION

The tip of the tongue is raised and turned  
toward the upper gum ridge. Voice passes  
over the point of the tongue.

EYE DRILLS

rest-best      run-won  
rat-fat        reach-teach  
right-night    red-bed  
rope-soap

ADDITIONAL EYE DRILLS

CLUE WORDS

rain  
radio  
ring  
rest  
reading  
river  
road

rubber

SENTENCES WITH CLUE WORDS

We got wet when it started to rain.  
If you want to hear music, turn on the radio.  
I jumped when I heard the bell ring.  
We were tired, so we sat down to rest.  
What book are you reading now?  
In which direction is the East River?  
We were lost and couldn't find the road  
home.  
This ball bounces because it is made of  
rubber.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>		<u>Medial</u>		<u>Final*</u>	
<u>Level 1</u>					
ran	right	around	friend	water	teacher
read	room	bring	girl	four	summer
red	run	brother	Christmas	before	sister
	write	children	first	never	where
			from		
<u>Level 2</u>					
rabbit	received	afternoon	airplane	dinner	hear
rain	river	bird	farm	supper	paper
ready	running	sorry	merry	hair	store
	ride	train	work	bear	later
			iron		flower
<u>Level 3</u>					
race	rubber	address	bridge	butter	power
radio	robin	broken	cry	chair	remember
rope	remember	parents	forgot	deer	
	ring	hurry	carry	farmer	
		library	everyone		
<u>Level 4</u>					
railroad	reindeer	handkerchief	circus	bigger	slipper
recess	roses	parade	bedroom	cover	square
roof	reach	American	fairy	faster	wonder
	reason	nurse	furniture	finger	you're
				longer	
<u>Level 5</u>					
ranch	return	marble	perfume	enter	leather
rug	route	secret	narrow	danger	hammer
rough	research	garage	arrow	scare	flour
	roam			tire	wire
				lumber	cheer
<u>Level 6</u>					
rake	reader	march	harbor	author	capture
rent	ruler	overalls	barrel	hunter	motor
rush	regular	scarf	control	lawyer	fever
rag	rooster	curly		keeper	easier
wrist	wrap				nature

HOMOPHONESDEVICES AND GAMES

Rooms in a house - Describe rooms in a house. Children identify the room described.  
 Rooms in school - Use the procedure described above.

\*In parts of the country a final unaccented syllable ending in "r" becomes a schwa (the indefinite vowel) represented by the symbol ə. In the same parts of the country the "r" is dropped after the vowels ä and ô and after the diphthong ä.

MOVEMENT

1

VISIBILITY

75%

I P A SYMBOL

1

SAMPLE WORDS

light  
leaf  
lake  
line  
block  
until

ELICITED WORDSSECONDARY SPELLING

ball

"PLAY-WAY" DESCRIPTION

The tip of your tongue  
touches the upper gum  
and curls back a little.

NITCHIE DESCRIPTION

The pointed tongue goes  
to or comes from the upper  
gums.

CHILDREN'S DESCRIPTIONSOUND FORMATION

Press the tip of the tongue lightly at the  
point where the upper teeth meet the upper  
gum ridge. The sides of the tongue should  
be slightly lowered to allow the passage of  
an uninterrupted stream of voice.

EYE DRILLS

lip-ship	look-book
let-pet	low-bow
lake-shake	lock-shock
late-made	

ADDITIONAL EYE DRILLSCLUE WORDS

cold  
love  
dollar  
alone  
lamp

SENTENCES WITH CLUE WORDS

It is cold today.  
I love to ride on a train.  
How many nickels are there in a dollar?  
Do you go to the movies alone?  
Would you put out the lamp?

SENTENCES WITHOUT CLUE WORDS

## SOURCE LIST

### Initial

### Medial

### Final

#### Level 1

large	like	play	also	until	people
last	little	place	called	real	final
let	live	gold	help	all	tall
letter	long	along	milk	bail	doll
low	leg		please	well	signal

#### Level 2

lake	line	floor	finally	call	small
land	lost	flowers	clean	fall	still
latter	lunch	fly	blue	fell	till
learn	leave	almost	gold	kill	shall
life	left	color	hold	real	shell

#### Level 3

lady	lay	clay	talk	bell	hall
largest	leg	cloth	mile	bill	pull
late	lesson	able	cold	feel	sell
laugh	line	build	flew	April	tall
law		filled	glass	tail	wall

#### Level 4

laid	love	below	clock	roll	bowl	capital
larger	loud	blew	college	bowl	battle	useful
leader	luck	block	falls	fill	pole	mail
led	loose	bottle		ill		pool
lion	longer			mill		nail

#### Level 5

lace	letter	badly	clown	bull	candle	swell
ladder	leather	bloom	holding	camel	bible	social
lamp	lettuce	balloon	calling	central		smell
leaf	lower	celebrate		deal		nickel
lumber	located			circle		dwelt

#### Level 6

lad	lately	alive	cliff	steal	aisle
ladies	limb	awfully	colony	full	shovel
lard	liberty	closet	blind	control	pal
level	lock	clerk	follow	drill	barrel
lonely	lap			model	oatmeal
					musical

## HOMOPHENES

## DEVICES AND GAMES

Lotto - Give each child a card with clue words arranged differently. Have the children cover a word when a sentence containing the word is given. The first to fill his card wins the game.

MOVEMENT

$\bar{o}$  { mid  
back  
position }  $\ddot{u}$

VISIBILITYI P A SYMBOLorüSAMPLE WORDS

no  
ocean  
old  
hold

ELICITED WORDSSECONDARY SPELLING

soul  
coat  
throw  
toe  
home  
sew

"PLAY-WAY" DESCRIPTION

Open your mouth and then  
pretend to whistle.

NITCHIE DESCRIPTION

Lips are forward and open.  
Then lips come forward and  
closer.

CHILDREN'S DESCRIPSOUND FORMATION

This sound begins with the mouth opened slightly  
wider than for  $\bar{u}$ . It glides into the position for  $\ddot{u}$ .

EYE DRILLS

boat - beat  
hold - held  
road - round  
broke - break

phone - find  
no - now  
home - him

ADDITIONAL EYE DRILLSCLUE WORDS

load  
soap  
froze  
broke  
go  
old

SENTENCES WITH CLUE WORDS

Why do they throw a load of sand over an ice?  
What kind of soap do you like?  
We put water out the window and it froze.  
Who broke the window?  
How far do you have to go to get home?  
How old are you?

SENTENCES WITHOUT CLUE WORDS



SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
old only over	close cold home told	go so no
<u>Level 2</u>		
open opened own	boat broke coat gold	grow hold road rode
	suppose won't window	windows those wrote
		ago
<u>Level 3</u>		
ocean	alone broken nose low	pony rope soap sold
	soldiers stone stove throw	though whole woke
		hello
<u>Level 4</u>		
older oats	awoke blew bowl blowing bow	coast closed clothing drove folds
	goat golden November poem pole	roll rolled row soldiers sew snowing
<u>Level 5</u>		
oak owned owner	comb frozen holding lower note	noted polar roam spoke vote
		buffalo tobacco arrow
<u>Level 6</u>		
overalls oasis oatmeal obey oldest opening	cocoa coconut control follows float	froze growth goldfish groceries hoe
	holy joke chosen lonely throat	motive motor notice noticed
		auto throw hollow

HOMOPHONESDEVICES AND GAMES

Notes - Typical short notes are composed and read by the teacher. Children lipread the contents; e.g., "I went to the park. I'll be home in time for supper."

MOVEMENT

o

VISIBILITYI P A SYMBOL

D

SAMPLE WORDS

odd  
pot  
hot  
lock  
clock  
got

ELICITED WORDSSECONDARY SPELLING

wash

"PLAY-WAY" DESCRIPTION

Open your mouth wide.

NITCHIE DESCRIPTION

Lips are relaxed; opening  
is medium.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The sound is similar in its position to "o"  
except that the mouth is slightly more open.  
The lips are more rounded and less protruded.

EYE DRILLS

cot - cat      lock - look  
hot - hat      got - get  
shot - short    top - tip  
stop - step

ADDITIONAL EYE DRILLSCLUE WORDS

often  
office  
October  
hot  
lot

SENTENCES WITH CLUE WORDS

We often look at television.  
Take these papers to Miss Day's office.  
Do you know why we have a holiday on October?  
Don't touch that iron. It is hot.  
We had a lot of fun at the circus.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTInitialMedialLevel 1

on  
of  
odd

doll  
got  
lot  
not

Level 2

body	shot	top
box	soft	upon
cotton	sorry	
gone	stop	
hot	stopped	

Level 3

office  
often  
orange

bottom	dollar	log
box	fox	robin
boxes	geography	rock
doctor	hospital	

Level 4

Oct.

block	constitution	God	popcorn
bottle	dollar	hop	probably
clock	drop	knock	rayon
college	follow	nylon	shop
colonies	following	pocket	spot
common	foreign	pond	

Level 5

operetta  
officers

anybody	gotten	modern	promised
Congress	hobby	nobody	shopping
contest	holiday	population	socks
forgotten	honor		stock
frog	jolly		

Level 6

object  
October  
offered  
honest

bodies	commerce	copper	hollow
bomb	committee	copy	pocketbook
bother	community	costume	promise
chocolate	correct	cottage	proper
closet	considered	crop	solid
collar	continued	demolished	
colony	control	fond	

HOMOPHENESDEVICES AND GAMES

**Clock Game** - Tell the children to fix the clock so that it tells the time at which they get up, go to bed, eat lunch, get on the bus, go home, see "Lassie", etc.

MOVEMENTVISIBILITYI P A SYMBOL

u

A

SAMPLE WORDS

up  
fun  
cup  
puppy  
lucky

ELICITED WORDSSECONDARY SPELLING

cover  
does  
blood  
cousin

"PLAY-WAY" DESCRIPTION

Open mouth a little.

NITCHIE DESCRIPTION

Lips medium and relaxed;  
downward jaw movement.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The tongue is in a similar position to that for a  
except that the back of the tongue is slightly higher.  
The mouth is slightly less open.

EYE DRILLS

fun - for  
rub - room  
won - win  
love - leave

come - came  
some - same  
bus - boat

ADDITIONAL EYE DRILLSCLUE WORDS

drum  
fun  
sun  
must  
much  
until  
up  
us  
upstairs

SENTENCES WITH CLUE WORDS

I hear a loud noise. It might be a drum.  
We like to go on trips because they are fun.  
We wear sunglasses when the sun is too bright.  
In order to be healthy we must eat good food.  
My mother cooked a big dinner and I ate too.  
I can play outside until it gets dark.  
We watched the airplanes go up in the air.  
We waved to him but he did not see us.  
Let us hide upstairs.

SENTENCES WITHOUT CLUE WORDS.

SOURCE LISTInitialMedialLevel 1

other	but	must	something
until	fun	once	summer
up	just	one	
us	love	run	
	mother	some	

Level 2

under	comes	front	jump
	cousin	funny	jumped
	cut	gun	
	does	hundred	
	done	hunting	

Level 3

among	company	everyone	mud
arrival	countries	hungry	number
become	covered	hunt	ones
bottom	discovered	Monday	rubber
butter	doesn't	monkey	sun
club	duck	month	study

Level 4

upstairs	anyone	dust	lonesome	shut
	blood	flood	luck	stuck
	brush	gloves	mother	studied
	bunch	honey	none	subject
	bus	hung	pumpkin	subway
	cup	lion	puppy	trunk

Level 5

autumn	cutting	jumping	numbers
bucket	dug	jungle	nut
buffalo	examination	lettuce	peanuts
bunny	hurried	lucky	population
couple	husband	lumber	position
custodian	hut	muddy	pump

Level 6

oven	August	butterfly	gum	puppies	stuff
	becoming	button	hunter	rum	
	bubbles	double	judge	rush	
	bug	governor	pup	shovel	

HOMOPHONESDEVICES AND GAMES

Fun Game - Describe some activity which is fun. Use the word "fun". Have the children tell the name of the activity; e.g., swimming, cutting out dolls, watching television, etc.

MOVEMENT

er

VISIBILITYI P A SYMBOL

3:

SAMPLE WORDS

person  
her  
certain  
herd

ELICITED WORDSSECONDARY SPELLING

fur  
third  
work  
journey  
learn

"PLAY-WAY" DESCRIPTION

Move your lips forward and  
let your jaw go down a little  
at the same time.

NITCHIE DESCRIPTION

Medium space; corners  
crease.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The lips are relaxed, the teeth are slightly  
parted, and the tongue is low and flat in  
the mouth.

EYE DRILLS

work - wood      work - walk  
turn - ten        burn - born  
worm - warm      dirt - dot

ADDITIONAL EYE DRILLSCLUE WORDS

earn  
early

girl  
circus  
curls

SENTENCES WITH CLUE WORDS

When you grow up you will have to earn money.  
We have to take the school bus so we get up  
early in the morning.  
I like Mary. She is a good girl.  
We like to see the clowns at the circus.  
Some girls have beautiful curls.

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		
	first girl heard	work turn  were her
<u>Level 2</u>		
early	bird birthday church hurt	learn person third turkey turn world
<u>Level 3</u>		
earth	thirty Thursday word hurry	
<u>Level 4</u>		
	burned certainly nurse circus	dirt germs learning furniture shirt
<u>Level 5</u>		
	birth burn verb worth	purple circle worm surface turtle research thirteen journey sir
<u>Level 6</u>		
	worshipped burst clerk herd curly	purse serve service worse current further commerce purpose

HOMOPHENESDEVICES AND GAMES

Make a chart of common birds in the vicinity.

The teacher asks questions about the birds:

- "Show me the yellow bird."
- "Who can tell me which bird goes away in the wintertime?"
- "What birds do not fly away during the cold months?"

MOVEMENT

i

VISIBILITYI P A SYMBOL

I

SAMPLE WORDS

bring  
fish  
trip  
ink  
rich

ELICITED WORDSSECONDARY SPELLINGS

busy  
women  
hymn  
build  
pretty  
been

"PLAY-WAY" DESCRIPTION

Open your mouth a little bit.

NITCHIE DESCRIPTION

Lips narrow and relaxed;  
no down jaw movement.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This sound is similar to ē . The sound is shortened. The aperture is slightly wider.

EYE DRILLS

pin - pan      big - bag  
ship - shop    wish - wash  
give - gave    sit - sat  
live - love

ADDITIONAL EYE DRILLSCLUE WORDS

hospital

Miss  
fish  
sit  
pig

SENTENCES WITH CLUE WORDS

If you are very sick, I shall take you to the hospital.  
Last year my teacher's name was Miss \_\_\_\_\_.  
Look in the water. Do you see any fish?  
The chair was too small for Goldilocks to sit in.  
Of all the animals on the farm the fattest is the pig.

SENTENCES WITHOUT CLUE WORDS



SOURCE LIST

<u>Initial</u>	<u>Medial</u>					
<u>Level 1</u>	big bring coming did didn't	getting give going him his	little live morning pretty	think thing things which		
<u>Level 2</u>	important interesting n't s	city different dinner finished	fish family looking Miss Mrs. Mr.	something nothing picture playing reading ship	six spring swimming trip visit	Thanksgiving trying window walking winter
<u>Level 3</u>	aches adian aside instead	animal bridge build busy	fixed hospital kitten listen middle	minute missed office picnic pig	pink president rich raining singing	sixth skin standing talking thinking
<u>Level 4</u>	all hch industry nk	American begin clothing dig	dish fifteen fighting finger finish	fix flying possible practice	principal pumpkin quit quick shirt	sleeping snowing swing teaching terrible
<u>Level 5</u>	magine nterst nvite nviting	accident auditorium cutting driving	easily electricity farming fit gift	holiday jumping kick nickel painting	pin saving sitting shopping sixteen	slid staying thin twins washing
<u>Level 6</u>	mediately nformation nn nvitation tself	artist bathing buying cliff	dining ditch dressing drill engineer	expecting happily hearing hiding kid	kiss letting liberty lightening liquid	list pillow sailing service simple solid

ONOMOPHONESDEVICES AND GAMES

Say to the children: "Let's pretend that we are going on a trip." Each child will have a ship (paper). Each correct response moves the child's ship along the pocket chart until a destination is reached by several children. "John is moving his ship," etc.

MOVEMENT

i (ä or äi)

VISIBILITYI P A SYMBOL

ai

SAMPLE WORDS

iron  
find  
idea  
driver

ELICITED WORDSSECONDARY SPELLINGS

eye  
rye  
die  
night  
white

"PLAY-WAY" DESCRIPTION

Open your mouth wide and then quickly make a small circle.

NITCHIE DESCRIPTION

Lips are relaxed and open; then lips relax and come closer.

CHILDREN'S DESCRIPTIONSOUND FORMATION

The sound begins with ä and glides to ē.  
The ä is long and the ē is shortened.

EYE DRILLS

fight - feet  
bite - bit  
like - lake  
white - wait

ADDITIONAL EYE DRILLSCLUE WORDS

time  
right  
ride  
ice cream

July  
typewriter  
shine

SENTENCES WITH CLUE WORDS

At what time do you eat lunch?  
Show me your right hand.  
Do you ride the subway or the bus to school?  
I like vanilla ice cream. What kind do you like?  
In July there will be no school.  
Can you use the typewriter?  
Did you shine your shoes this morning?

SENTENCES WITHOUT CLUE WORDS

SOURCE LIST

<u>Initial</u>	<u>Medial</u>					<u>Final</u>
<u>Level 1</u>						
I	find	right				by
I'm	fine	time				my
	five	write				
	like	white				
	nice	while				
	night					
<u>Level 2</u>						
ice	bicycle	fine	life	might	riding	buy
I'll	died	fire	light	miles	tired	fly
iron	decided	Friday	liked	myself	tried	high
I've	fight	kind	likes	nine	trying	try
	finally	kinds	line	ride		why
<u>Level 3</u>						
ice cream	all right	climbed	knife	slide		cry
idea	arrived	cried	library	tonight		dry
island	while	crying	lines	valentine		good-by
	bright	drive	miles	wide		sky
	child	frightened	mind	wife		
	climb	hide		wild		
<u>Level 4</u>						
eye	beside	flying	nylon	shining	tiny	hike
I'd	besides	hind	prize	sight	tribe	die
	bite	kite	quiet	sign	twice	July
	fighting	lion	rice	size	United States	pie
	fireplace	lying	science	sliding	wise	tie
<u>Level 5</u>						
	Bible	giant	mice	rifle	tries	lie
	dried	higher	pile	sidewalk	typewriter	
	driving	highest	pine	tiger	violin	
	exciting	invite	pipe	tight	wire	
	flies	inviting	quietly	tire		
<u>Level 6</u>						
aisle	blind	driver	guide	midnight	polite	
	buying	exercise	height	nicely	shine	
	decide	firecrackers	hiding	nineteen	smile	
	dime	flashlight	knives	pilot	twenty-five	
	dining		lightning	pirate	wine	

HOMOPHONESDEVICES AND GAMES

**Ice Cream Chart** - Prepare sentences about ice cream dishes and flavors based upon the chart. The teacher gives a sentence. The child who responds correctly, identifies the picture.

MOVEMENT

ü

VISIBILITYI P A SYMBOL

U

SAMPLE WORDS

pull  
push  
sugar

ELICITED WORDSSECONDARY SPELLING

wolf  
cooking  
could

"PLAY-WAY" DESCRIPTION

Move lips forward, but not  
as far as for

NITCHIE DESCRIPTION

Medium opening; puckered;  
slight down jaw movement.

CHILDREN'S DESCR.SOUND FORMATION

The sound has the same formation as for ü  
but the ü sound is shortened ü.

EYE DRILLS

foot - food	shook - shock
put - pet	full - fool
cook - cake	book - bake
	wool - wheel

ADDITIONAL EYE DRILLSCLUE WORDS

looked

brook  
book  
sugar  
cooking  
wolf  
butcher  
good

SENTENCES WITH CLUE WORDS

What did you see when you looked out the window?  
The boys like to fish in the brook.  
Bring me the large book on the desk.  
Does your father put sugar in his coffee?  
I smell something cooking.  
Who's afraid of the big bad wolf?  
John is going to be a butcher when he grows.  
We will play a good game later.

SENTENCES WITHOUT CLUE WORDS

SOURCE LISTMedialLevel 1

book	looked
could	put
good	should
look	would

Level 2

books	looking
couldn't	woman
foot	wood
full	woods
	wouldn't

Level 3

cook	pull
football	pulled
good-by	stood
looks	sugar

Level 4

bushes	push
cooked	putting
cookies	thankful
cooking	wooden
goods	wool

Level 5

bull  
hook  
wolf

Level 6

brook  
bush  
shook  
wolves

HOMOPHENESDEVICES AND GAMES

Things That We Can Push or Pull - The teacher describes an item which is pushed or pulled. The children state, "It is pulled." etc.

What Kind of Book? The teacher describes the contents of such books as the dictionary, Bible, cookbook, arithmetic book, reader, etc. The children respond with the type of book.

MOVEMENT

ü

VISIBILITYI P A SYMBOL

ju:

SAMPLE WORDSpupil  
musicELICITED WORDSSECONDARY SPELLINGSfew  
beauty  
use"PLAY-WAY" DESCRIPTION

Open your mouth a little  
and then quickly make a  
small circle with your lips.

NITCHIE DESCRIPTION

Lips are relaxed and close;  
then lips come forward and  
closer.

CHILDREN'S DESCRIPTIONSOUND FORMATION

This sound begins with ē and ends with ü.  
The first part is short and the second long.

EYE DRILLS

use - is  
few - four  
tube - top  
news - nose

ADDITIONAL EYE DRILLSCLUE WORDS

January  
fuel  
  
United States  
beauty  
new  
beautiful  
unit

SENTENCES WITH CLUE WORDS

The first month of the year is January.  
Our homes are kept warm by fuel such as coal  
or oil.  
The people in the United States are free.  
Did you read the story about Sleeping Beauty?  
Mary has a new red dress.  
Mother has a beautiful diamond ring.  
A pound is a unit of weight.

SENTENCES WITHOUT CLUE WORDS

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>Level 1</u>		few new you
<u>Level 2</u>		knew
use used	beautiful music	
<u>Level 3</u>		
usually	excuse news	
<u>Level 4</u>		
United States useful	cute constitution January newspaper you'll	
<u>Level 5</u>		
union using	beauty huge perfume population	manufacturing museum pupil valuable  new
<u>Level 6</u>		
usual uses	community continued fuel future human	musical popular refuse regular costume  pure  nephew

HOMOPHONESDEVICES AND GAMES

Play a simple quiz game; e.g., "What do I use---for?" Have a child hold up an article or a mounted picture of an article, or he may point to a picture on the language chart and say "What do I use---for? The child who answers correctly is given a turn using the same procedure.